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AUTHOR Soper, Dorothy B.
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ABSTRACT

This catalogue contains descriptions of 17 successful education programs developed in New Jersey public schools and validated by U.S. Office of Education Standards. Most programs are funded to offer dissemination services and/or materials to educators. Programs discussed are the following: (a) Academic Advancement Program: Mathematics; (b) Project ACTIVE: All Children Totally Involved in Exercising; (c) Dale Avenue Project; (d) Educational Services for Schoolage Parents; (e) Glassboro's Right to Read Program; (f) Individualized Language Arts: Diagnosis, Prescription and Evaluation; (g) Institute for Political and Legal Education; (h) Interning for Learning; (i) LEM: Learning Experience Module; (j) Project MOPPET: Media Oriented Program Promoting Exploration in Teaching; (k) Project Open Classroom; (l) Pollution Control Education Center; (m) Prescriptive Teaching Workshop; (n) Senior Elective Program, Rumon-Fairhaven Regional H.S.; (o) See: Specific Education of the Eye; (p) Learning Center: Integrated Alternative to Special Education; and (q) LEARNCYCLE. Each description contains an overview; description of a program's essential elements, goals, evaluation design, and results; costs; dissemination materials; and the name and address of a contact person. (Author/JS)

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educational programs that work

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A catalogue of demonstration sites of successful educational programs developed through the New Jersey Elementary and Secondary Education Act, Title III program. 1974-75 edition

EDUCATIONAL PROGRAMS THAT WORK

1974-75 EDITION

The programs described in the 1974-75 edition of **Educational Programs that Work** have been successfully developed and field tested by local public schools working in cooperation with the New Jersey Department of Education. They have been validated by the standards and guidelines of the United States Office of Education. Their staffs offer complete dissemination services to interested educators throughout the state and nation. I hope that by bringing them to your attention, the Department of Education will be able to assist you in your efforts to augment your educational programs.

Fred G. Burke

DR. FRED G. BURKE
Commissioner of Education
State of New Jersey

The programs described in this catalogue have been validated as successful, cost-effective, and exportable by the standards and guidelines of the United States Office of Education. The development and dissemination of these programs is carried out through funding from the Elementary and Secondary Education Act, Title III.

Office of Program Development
Division of Research, Planning and Evaluation/Field Services
Department of Education, State of New Jersey
225 West State Street, Trenton, New Jersey 08625
SEPTEMBER, 1974

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Staff members of the Office of Program Development are responsible for the organization, management, and evaluation of the Elementary and Secondary Education Act, Title III program in New Jersey. They may be called upon for technical assistance in the development and dissemination of innovative educational programs. The office's telephone numbers are (609) 292-6035/3010/8454.

Robert W. Ward, Director

Rita J. Carney
Ida Hammond
Ronald Lesher
Eileen R. McAvoy
Evelyn H. Ogden
Carol Rigney
Jean A. Sadenwater
Dorothy B. Soper
Lillian White-Stevens
Charles Wilson

Special Project Staff:

John Dougherty
Virgil Engels
James Gifford
Robert Hanson
Clarence Lynn
Arthur Spangenberg
William Volk

This manual was prepared by Dorothy Soper.

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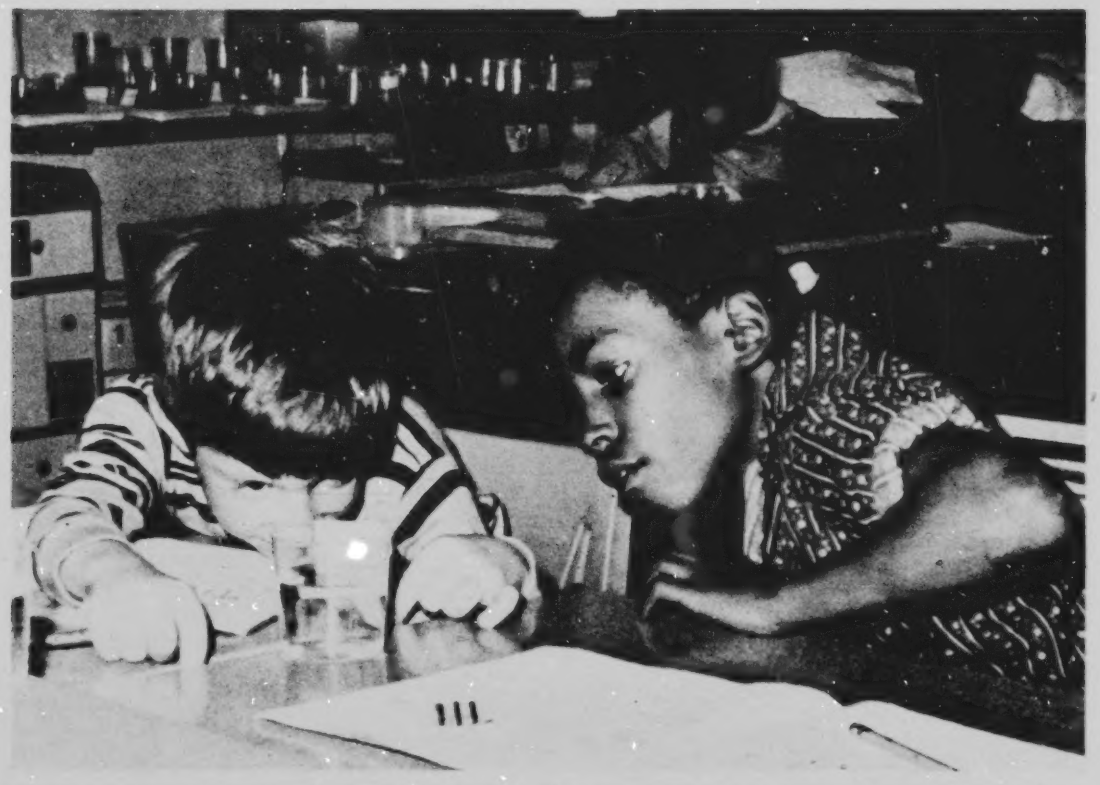


Introduction

This catalogue contains descriptions of seventeen educational programs developed in New Jersey public schools and validated by the standards and guidelines of the United States Office of Education as successful, cost-effective, and exportable. Fifteen of these programs are funded for the 1974-1975 academic year through the New Jersey Elementary and Secondary Education Act, Title III program to offer dissemination services and/or materials to educators who are interested in learning about them, seeing them in operation, and replicating them wholly or in part in a new site. The purpose of this catalogue is to introduce these New Jersey educational programs that work to educators, and laymen concerned with education.

The purposes of the Elementary and Secondary Education Act, Title III are the development and dissemination of innovative educational programs. To fulfill these purposes, New Jersey receives approximately three and one-half million dollars annually. The funds are allocated on a competitive basis by the New Jersey Department of Education to local school districts to underwrite the development of new programs. In addition the department's staff provides to the staffs of local districts consultation in planning, managing, and evaluating innovative programs. In the development stage, programs receive ESEA Title III funding from one to three years with the expectation that local Boards of Education will assume support of successful programs.

Following development, the next step is to have successful ideas and programs widely replicated. The New Jersey ESEA, Title III dissemination effort fulfills the second purpose of the enabling legislation by funding successful programs as demonstration sites and/or securing the publication of program materials. The overall goal of dissemination is to establish enough models of a successful program to secure continuing dissemination for an unlimited period of time. In most cases a demonstration site will operate for two to three years with the goal of training educators in from three to fifty other districts and offering follow up consultation to support replications of the program. Only through such dissemination will the potential educational gain of these programs and the full return on the development dollar be realized.

Consumer Protection

The New Jersey ESEA, Title III dissemination effort includes provisions for the selection of programs for dissemination, development of materials and training programs offered by demonstration sites, and evaluation of the replications of successful programs. Dissemination is based upon a consumer protection policy which assures potential consumers - or users - of these innovations that they have improved students' learning and/or students' attitudes towards themselves or school. To be eligible for dissemination, each program must be validated by the standards and guidelines of the United States Office of Education as successful, cost-effective, and exportable. In addition some of these programs have been endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education. Each program's overview description in this catalogue will note whether it has been so endorsed. A list of these programs will be found in Appendix A.

Producers and Consumers

The New Jersey ESEA, Title III dissemination effort follows a producer-consumer model in which the district that developed a new program, the producer, is equipped to make it available to potential users or consumers. To do this most producer districts become demonstration sites in which interested parties may see a program in operation, talk to the development staff, examine program materials, and receive training and follow-up consultation in the program's replication. Materials are available at cost. Training services and consultation are free of charge. Consumers are responsible for stipends, or other costs which they incur to take the training and install and evaluate the program. To be eligible for training, consumers must give evidence of intent to use the training and willingness to respond to questionnaires about the use and impact of the materials and training.

One other dissemination format is used. In some cases program materials are appropriate for commercial publication under copyright to the producer district's Board of Education and under terms and conditions approved by the New Jersey Commissioner of Education. A portion of one program follows this format. Staffs of other programs are seeking commercial publishers.

At least three types of consumers will be interested in the demonstration sites: educators and laymen of local school districts and private schools, Department of Education staff who are consultants to local school districts, and faculty members of teacher training institutions. Each is welcome to visit the demonstration sites and invited to take part in all aspects of their dissemination activities. Only through these consumers can the New Jersey ESEA, Title III program reach those whom it is designed to serve: the students in the classroom.

The Department of Education, State of New Jersey provides complete funding to producer districts for dissemination work. Department staff members also work with producer district staffs to inform educators and laymen about the dissemination materials and services available to them. A complete discussion of this dissemination program will be found in Pathways to Success, A Manual for the Dissemination of Successful Educational Programs (1974): The dissemination program's evaluation report describes its impact from its initiation in 1972 through June 1974. Both documents are available upon request from the Office of Program Development.

Further information about the programs described in this catalogue is available from the director of each program or from the Office of Program Development.

Academic Advancement Program: Mathematics

Morristown, New Jersey

OVERVIEW

The Academic Advancement Program: Mathematics is an individualized instructional program for grades six through eleven. On the basis of diagnostic tests, students' mastery of basic mathematics skills is determined. Using this information, teachers introduce students to new mathematics skills and concepts which reflect their developmental levels. As students learn new information, they progress to more difficult work. Instruction is individualized. Students move through the work at a rate commensurate with their developmental level.

The materials used in the program are commercial textbook materials and consumables reassembled into skill sequences. The materials are broad enough in scope to meet the needs of a wide range of student abilities. However, it is an open program which is designed to be adapted to the needs of the particular population it serves by either adding to or changing the commercial materials used or including teacher developed materials.

AAP: Mathematics serves 217 students of all developmental levels in the Frelinghuysen Junior School and 160 students who require compensatory instruction in the ninth through eleventh grades of the Morristown High School. The program was developed to accommodate the wide range of developmental levels among students in the Morris School District that resulted from the merger in 1972 of two previously separate districts to achieve racial integration.

To complement this program of individualized instruction, teachers have developed a record keeping system and several styles of room arrangements which give students privacy for independent work and free teachers for the primary task of instruction.

ESSENTIAL ELEMENTS OF THE PROGRAM:

The program's replication in another site is defined by use of the mathematics skill development sequence in at least one grade for individualized instruction on a diagnostic-prescriptive basis.

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

To increase the average learning rate in mathematics of at least 60% of the participants by at least 25%.

The Stanford Achievement Test: Intermediate II Level, 1964 Edition, forms X and Y were used to measure achievement of the goal. A total score was determined by averaging the grade level scores from three subtests: Arithmetic Computation, Arithmetic Concepts, and Arithmetic Applications. Each of these subtests has a range from 2.0 to 12.9 in grade level norms.

The pretest was used as a baseline to establish an average learning rate by dividing the grade level score by the number of months of school instruction beyond kindergarten. An expected score at post-test time was calculated by: increasing the average learning rate by 25% as prescribed by the goal. The per cent of the participants in grades 7 through 12 exceeding the expected score was 67%.

Goal #2

To show that learning in mathematics for junior high school students is not adversely effected when classroom units are changed from homogeneous group instruction units to individualized instruction in heterogeneous units.

The Iowa Tests of Basic Skills (1971 edition) are used in the district-wide testing program. There are two subtests (Mathematics Concepts and Mathematics Problem Solving); a total mathematics score is reported.

Goal #2 (continued)

All sixth and seventh grade students in the Frelinghuysen School were pretested and posttested with the Iowa Test of Basic Skills. The AAP group and control group are not significantly different on the pretest or posttest at either grade level.

COSTS

The bulk of the ESEA, Title III development was used for staff and curriculum development. Replication costs will vary with the staff and curriculum resources of potential consumer districts. Provision must be made for the preparation of instructional materials prior to the beginning of the school year. The cost of the initial acquisition of materials may be as much as $10.00 per student. Most districts, however, will be able to use many materials that are already on hand. New purchases may be provided for through a reallocation of current expenditures.

DISSEMINATION MATERIALS

General information about the program is available free of charge from the project director. Replication materials developed by the project staff will be available at cost. Inquiries should be made in writing to the project director.

CONTACT PERSON

Joseph H. Dempsey, Project Director
Morris Public Schools
Morristown High School
50 Early Street
Morristown, New Jersey 07960

Project Active:
All Children Totally Involved in Exercising

Oakhurst, New Jersey

OVERVIEW

Project ACTIVE is designed to meet the widespread need for individualized physical activity programs for handicapped children. The project staff trains teachers of special education, physical education, and recreation to prescribe individualized activities for children evidencing low motor ability, low physical vitality, mental retardation/ learning disabilities, postural abnormalities, nutritional deficiencies, breathing problems, motor disabilities/ limitations, visual/auditory problems, and pre-kindergarten problems. Teacher training programs have been conducted throughout the state for two years. In June, 1974 one hundred and thirty-three participants had successfully completed the ten session, forty hour training program, and as a result, approximately 3,800 students in twenty-eight New Jersey school districts had participated in various aspects of an individualized developmental and adapted physical education program.

It is projected that in 1974-1975 approximately 250 teachers will be trained in twelve sites located throughout the state. Three regional workshops will prepare teachers to conduct physical activity programs for children who evidence any of the problems cited above. Nine mini-workshops will focus on two or three of the topics, e.g. prekindergarten screening, low motor ability, low physical vitality.

In 1974 the training program and the motor activity program were endorsed by the Dissemination Review Panel of the United States Office of Education for national dissemination.

ESSENTIAL ELEMENTS OF THE PROGRAM

The replication of the motor activity program of Project ACTIVE defines the replication of the validated portion of the program in another site.

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

Students with motor problems or handicapping conditions, who are prescribed motor activity programs commensurate with their individual needs for a minimum of sixty minutes per week will achieve motor performance scores significantly superior to those of students who participate in traditional physical education, plus classroom activities, or solely classroom activities during comparable time periods. (Note: Handicapping conditions are defined as mental retardation (educable), perceptual impairment, neurological impairment, or emotional disturbance. Traditional physical education is defined as participation in individual, dual, or group games which do not consider the needs of each child.)

The experimental student population was matched on the basis of age, sex, and pretest Motor Ability scores. (Note: The Jersey City group was not matched.) Both the experimental and control groups were pre and posttested over a six-month period of time on the Township of Ocean Motor Ability Test. The testing and matching were done by the local project staff under the supervision of the project director.

The student experimental population consisted of:

Township of Ocean	34 Low motor ability students.
Jersey City	41 Neurologically or perceptually impaired, emotionally disturbed, and educable retarded students.
Asbury Park	18 Educable, mentally retarded students.

Test results indicated that children in the experimental groups achieved gain scores significantly superior to those of children in the control groups. Thus Goal #1 was met.

Goal #2

All public/private school physical educators, special educators and recreators participating in the training program will demonstrate proficiency in providing individualized physical education programs for handicapped children in their respective schools. The minimum level of performance will be the demonstration of the ability to perform 80% of the competencies (20 of 25) listed in the Teacher Performance Chart.

Eighty of the teachers trained in 1973-1974 were pre and posttested by project staff on the locally developed Teacher Cognitive-Psychomotor Test. The teachers' demonstration of twenty out of twenty-five competencies was the standard of success. All eighty teachers achieved the 80% level of mastery on the twenty-five competencies. Therefore Goal #2 was achieved above expectation. It can be concluded that the training activities were successful in producing demonstrable skills in the participants and, based upon the achievement of Goal #1, that the participants successfully taught the skills to students.

COSTS

The project's development and training costs were funded through an ESEA, Title III grant.

Teacher training sites and pupils for the practicum experiences have been provided by institutions of higher learning and public and private agencies. Districts implementing the program receive all test directions, test forms, and consultant service free of charge. Implementing districts are required to purchase program supplies (maximum of $250.00).

Teachers participating in the training programs receive Teaching Model Kits and supplementary materials free of charge. Upon successful completion of the course, each participant receives a Certificate of Achievement from the New Jersey State Department of Education.

DISSEMINATION SERVICES AND MATERIALS

During 1974-1975 three regional workshops will be held in New Jersey to provide the full training program to interested persons. These will be ten session, forty hour workshops that include a practicum experience. In addition nine mini-workshops covering two or three topics will also be conducted. There is no charge for the training services. To be eligible to take part educators must make a commitment to introduce the program(s) in their district and provide the project director with test data. This normally calls for an expenditure of approximately $250 in a district. Participants receive the project developed materials without charge. Additional copies of the following manuals may be obtained, at cost, from the project director.

Developmental and Adapted Physical Education:
A Competency Based Teacher Training Program

Developmental Physical Education: Low Motor Ability:
An individualized program for enhancing motor/perceptual motor performance

Persons interested in further information about the schedule of training workshops and participation in them should contact the project director.

General information about the project is available in an overview brochure and two filmstrips which may be borrowed. Inquiries about these materials should be made to the project director.

CONTACT PERSON

Dr. Thomas M. Vodola, Project Director
Supervisor of Health, Physical Education & Driver Education
Township of Ocean School District
Dow Avenue
Oakhurst, New Jersey 07755
(201) 229-4100 Extension 260

Dale Avenue Project

Paterson, New Jersey

OVERVIEW

Educationally disadvantaged students typically come to school without the basic skills that produce academic success. As a result they normally fall significantly below grade level in reading and mathematics, and usually have frustrating experiences in other subjects as well. This typical failure pattern has been reversed at the Dale Avenue School in Paterson, New Jersey where a Performance Objective Curriculum was developed to meet the needs of the urban, educationally disadvantaged child. The Dale Avenue School is an Elementary and Secondary Education Act, Title I school whose approximately 600 students are 63% Black, 19% White, 17% non-English speaking, and 1% Oriental. Students enter prekindergarten for a five year program which takes them through the third grade.

The Dale Avenue curriculum is based upon a series of Performance Objectives, sequentially ordered, in listening, naming, observing, speaking, perceptual motor skills, writing and motor skills, classification, mathematics, encoding-decoding, and seriation. On entering the Dale Avenue School each student is given diagnostic tests to assess the level of his or her skill development. As a result of the testing the teachers know the level of each student's ability in the ten skill areas. Students work on one skill at a time in each area of the Performance Objectives. They are taught in small or large groups, or individually, depending upon need. They begin learning a new skill in each area only after mastering the previous one. As students move from one grade to the next, their skill mastery record moves with them. Teachers can therefore maintain the continuity of the curriculum's developmental sequence for a five year period of time.

The developmental skills of the Dale Avenue Performance Objectives can be taught with virtually any curriculum materials. For example, skills in listening, speaking, naming, and observing, for instance, can be taught in social studies lessons about community helpers. Students may learn seriation and mathematics skills while running a grocery store in the classroom. Classification skills may be developed in science lessons. And the encoding-decoding skills

can be incorporated into a standard reading program. Teachers develop lessons to teach specific skills and vary the activities as students master the skills that they are working on and move onto more difficult ones.

In addition, the Dale Avenue curriculum includes a unique reading program which folds together all of the Performance Objective skill areas. For the first forty-five minutes of each day students work in homogeneous groups on specific skills in which they need special teaching or reenforcement. This program prevents students from incurring developmental lags in any skill area which, in turn, would hamper their reading abilities.

The parents of the Dale Avenue School's students have a strong organization. They volunteer to be teacher aides, work in the library, conduct guests through the school, and inform the community about the program. During the program's developmental period, a Parent Coordinator was a salaried member of the development staff.

The development of the Dale Avenue Project was funded from 1970 through 1973 by the New Jersey Elementary and Secondary Education Act, Title III program. In 1973 the project was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) use of the Dale Avenue Performance Objectives as a pre and post diagnostic test of student skill development, 2) use of the Performance Objectives as the basis of students' curriculum through the third grade, 3) the forty-five minute per day reading program, and 4) the parent program.

GOAL, EVALUATION DESIGN, AND RESULTS

Goal

To bring the average academic performance, including I.Q., of urban, educationally disadvantaged students up to the national norm and maintain this gain for three years.

Before an examination of the evaluation design and results, it is important to know the sequence in which the Performance Objectives were introduced into the Dale Avenue School. In 1969-70 the Performance Objectives were used during part of the year in prekindergarten. The children in that class and in subsequent prekindergarten classes have followed the Performance Objectives throughout their years at the Dale Avenue School. Complete evaluation results are available on the children in the prekindergarten classes of 1969-70 and 1970-71 respectively as they have progressed through the third and second grades.

Evaluation Design

A random sample of students in the prekindergarten classes of 1969-70 and 1970-71 formed the experimental group. Their progress through the Performance Objectives was evaluated during the three years of the project's ESEA, Title III developmental grant. There were four control groups for the experimental classes at each grade level and during each year of the project's development. At each grade level two of the control groups were from educationally disadvantaged populations and two were from educationally advantaged populations. The scores of the experimental and control groups on the Peabody Picture Vocabulary Test (PPVT) were compared for each year of the project's development. In addition, the skill level of the experimental group was measured on the Stanford Achievement Test and the Performance Objectives themselves.

Evaluation Results

The test data indicated that the Dale Avenue students made significant gains in their I.Q. measures from entrance into prekindergarten, when the mean I.Q. was in the low eighties, through kindergarten and then maintained I.Q.'s at the national norm through the first and second grades. Although the project's development concluded in 1972-73, measures of a random sample of students on the PPVT were taken in 1973-74 to ascertain students' progress. The testing showed that the mean I.Q. of the second and third grade students in 1973-74 remained at the national norm.

The test data also indicated that the Dale Avenue students did not attain I.Q. scores as high as those of the educationally advantaged control groups. Significant differences, however, were found between the experimental groups and the educationally disadvantaged control groups

in the same grades. Previous testing had shown that students entering the Dale Avenue School and other ESEA, Title I schools in Paterson for the first year experience (for the Dale Avenue students this is prekindergarten while for the others it is kindergarten) had depressed I.Q. scores which were well below the national norm and a developmental language age well below chronological age. All groups made significant gains the first year, although the Dale Avenue group did show greater gains. However, in the second year of school the Dale Avenue students made additional gains that brought them up to the national norm while the other Title I students leveled off and made little, if any, additional gains. The Dale Avenue first and second grade students maintained these gains and remained at the national norm in I.Q. while the educationally disadvantaged control groups remained well below the national norm in I.Q. through the first and second grades.

The results of the Stanford Achievement Tests showed that the first and second grades in the Dale Avenue School were performing at grade level in reading and mathematics. Their mean scores in the Performance Objectives showed gains in the skill areas of listening, naming, speaking, writing and motor skills, classification, mathematics, encoding-decoding, and seriation. By the end of the second grade students were able to perform all of the perceptual motor skills.

COSTS

The major portion of the ESEA, Title III development grant for this project covered the salaries of the developmental staff including two full time testers and the Parent Coordinator.

The cost of replicating the program is basically that of staff training, follow-up supervision, and evaluation. Provision must be made for the continuing help, encouragement, and support of staff. After the initial startup investment for staff training, the program's maintenance cost should not require an increase in the current operating expenses of most districts. Some districts may find that the use of the Performance Objectives will reduce the students' need for remediation. This, in turn, should decrease operating expenditures.

DISSEMINATION MATERIALS AND SERVICES

The Dale Avenue School has been funded by the ESEA, Title III as a demonstration site where visitors may see the program in action, examine its materials, and talk to the staff. One day per week is set aside for visitors. Requests for a visit to the Dale Avenue School should be made in writing to the project director.

For educators who sign a commitment to replicate the program, the Dale Avenue Project staff offers a 2 1/2 day training program plus follow-up consultation. There is no charge for the training services. To be eligible for training a district must show evidence of intent to use the information and willingness to answer questionnaires to evaluate the use and results of the program's replication. Inquiries about training should be sent to the project director.

The overview brochure which describes the project and the project's Final Report which contains the detailed evaluation results are available free of charge from the project director. A 28 1/2 minute color film, narrated by Gary Merrill, entitled "What Comes after Ten, Tasha?" gives a visual description of the project in action. The film may be borrowed free of charge for two week periods.

The following materials were prepared by the project staff for those interested in replicating the program. They are available at cost. Order forms may be obtained from the project director.

Item	Unit Cost
Teacher's Guide and Performance Objectives for Prekindergarten through Third Grade	$ 5.00
Special Area Performance Objectives	2.50
Learning Activities for the Dale Avenue Performance Objectives	13.50

Materials - Item and Unit Cost (continued)

Item	Unit Cost
Test Manual to accompany the Performance Objectives	3.50
Record Book for recording student progress	1.50
Administrator's Guide	3.50

CONTACT PERSONS

Helen Hanson, Director
The Dale Avenue Title III Project
Dale Avenue School
21 Dale Avenue
Paterson, New Jersey 07505
(201) 271-3375

Joseph Di Gangi
Principal
Dale Avenue School
21 Dale Avenue
Paterson, New Jersey 07505

Educational Services for Schoolage Parents

New Brunswick, New Jersey

OVERVIEW

Pregnant teenagers and their offspring are high risk individuals, medically, educationally, and socially. Prematurity, as well fetal, neonatal, and maternal mortality, occurs with high frequency in this segment of the population. These teenagers often have an academic history of poor motivation, excessive absence, and truancy. Their educational prognosis is, therefore, usually poor. To combat this situation, a program has been developed at New Brunswick's Family Learning Center to provide educational, nutritional, and social services for pregnant students.

The Center's staff works closely with many persons and agencies to identify pregnant students. Once a student has been identified, the community counselor and the staff nurse visit her home to explain the services available at the Center and invite her and her family to the Center for an orientation. Usually within a short period of time, pregnant students cease going to their regular classes and come to the Center daily for academic work and instruction in family life education. After the birth of their babies, the students return to the Center for a final six weeks of instruction. During this time the pediatricians who work as consultants for the district visit the Center to

examine the babies and talk to the mothers about the immediate and long term health care which the infants will require. This comprehensive program addresses both the educational and health care needs of the pregnant teenager.

Academic classes at the Center are small. Instruction is often individualized. Teachers know each student personally. Most of the subjects taught in the regular school program are offered. As a result, students do not fall behind in their school work. Normally, their grades improve. Most have graduated from high school, and several are attending college.

Family life education includes instruction in nutrition, food preparation, sewing, and consumer education. Two home economists are responsible for these classes, the purpose of which is not only to provide information and teach skills, but also to develop the students' pride in and appreciation of home and family life. An essential part of the program is the daily preparation of a limited breakfast and a full lunch at the Center. The Homemaking Specialist purchases the food supplies and supervises the preparation and serving. Students learn the most effective techniques of food preparation and cleanup. This activity also illustrates lessons of good nutrition and food buying. The students learn that a well balanced diet is important for their own health and that of their babies.

The second component for the family life education program is instruction in anatomy, physiology, and human growth and development. These classes are conducted by the staff nurse. The birth process is studied in detail. Students are trained in breathing and relaxation techniques which relieve tension and permit them to sleep better during pregnancy. They also visit the labor and delivery rooms of a local hospital. In anticipation of motherhood, they learn how to care for an infant and what kind of medical treatment, including immunizations, an infant should receive. The students leave this unit, the Center's director believes, with something special: a knowledge of the labor and birth processes, a freedom from fear of the unknown, and a new self confidence. In addition to providing this instructional unit, the nurse makes certain that all of the students are receiving prenatal care from a private physician or through a clinic at a local hospital.

These instructional units are complemented by an individual and group counseling program for all of the students carried out by the community counselor. This helps the students make a healthy social and psychological adjustment to pregnancy and the prospect of parenthood. The counselor also works with the students' teachers, families, and friends as required. The couseling is the final ingredient to the building of a supportive and accepting atmosphere at the Center.

Many individuals and voluntary organizations have contributed their services to the education and health care programs at the Center. These individuals include physicians and a nutritionist who have supplemented the instructional and health care programs. The fact that only four of the 135 babies born to students at the Center during a two and one-half year period were underweight is responsible for the program's inclusion by two of these volunteers in a study on the factors contributing to the favorable outcome of pregnancy among teenagers. Christian M. Hansen, Jr., M.D., College of Medicine, Rutgers University, and Myrtle L. Brown, Ph.D., Department of Nutrition, College of Agriculture and Environmental Science, Rutgers University, are conducting the study which focuses upon the effect of nutrition on pregnancy and maternal maturation.

Preliminary data available in 1973 indicated that the lunch which the students received as part of the program contributed a substantial proportion of their daily nutrients. These data point to the fact that the lunch program available at the Family Learning Center is contributing to the better outcome of pregnancy among adolescents.

The program was developed through an ESEA, Title III grant from 1969 to 1972. It is now fully supported by the New Brunswick Board of Education. The program accomodates approximately fifty students each year, and is the responsibility of the Director of Pupil Personnel Services. In 1974 the program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) instruction in family life education, including the lunch program, and 2) the availability of social work and counseling services to pregnant students.

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

Student participants will show a dropout rate which is significantly lower than that for pregnant students in the district prior to the beginning of the program.

The evaluation was made using the attendance records. In the program's first year six of the thirty-eight participants dropped out of school. In the program's fourth year only three of the fifty-three participants dropped out. This rate is substantially lower than that when pregnant students received home instruction. In the seven years prior to the beginning of this program an average of twenty-one students per year dropped out of school due to pregnancy.

Goal #2

Babies born to participants in the program will be significantly healthier (based on birth weight) than the state norm for babies born to adolescent women.

The birth weights of babies born to students in the program were recorded. Less than 1% of the approximately one hundred babies born to students at the Center during the program's first three years were of low birth weight. This is well below the state average of 15% during 1972 and the current national average of approximately 20%.

COSTS

The bulk of the Title III development grant for the Family Learning Center was for staff salaries.

The primary cost for the Center's continuing operation is staff salaries. The cost of the food for the breakfast program is reimbursable under the state's school breakfast program. The cost of the food for the lunch program is reimbursable under the National School Lunch Program.

Since pregnant students are classified in New Jersey through the Beadleston legislation as chronically ill, costs for the program are 50% reimbursable from the state. As a result the per-pupil maintenance cost of the Family Learning Center has been no higher than that of the home instruction which was formerly provided (and is currently available upon request) to pregnant students in the district.

Districts interested in adapting the program must allow for the costs of staff training and provide the physical facilities required.

DISSEMINATION MATERIAL AND SERVICES

The project has been funded by ESEA, Title III as a demonstration site where visitors may see the program in action, examine its materials, talk to the staff and students, and receive training in its replication. A brochure describing the program and a Resource Manual detailing its organization are available from the project director. A filmstrip/tape giving a visual introduction to the program may be borrowed. Inquiries about visitation, materials, and training should be made in writing to the project director.

There is no charge for the training services of the program's staff. Persons attending the workshops are responsible for the costs of installing the program elsewhere. To be eligible for training, interested persons must give evidence of their intent to use the information and willingness to answer evaluation questionnaires on its effectiveness and the impact of the program in another site.

CONTACT PERSON

Mrs. Anna Kelly, Project Director
Director of Pupil Personnel Services
New Brunswick Public Schools
225 Comstock Street
New Brunswick, New Jersey 08902
(201) 247-2600

Glassboro's Right to Read Program

Glassboro, New Jersey

OVERVIEW

The project staff has developed a reading program for kindergarten through grade three that is used in two elementary schools whose approximately 750 students are 82% White and 18% Black. During the past two years the reading instructional levels of these children have been raised an average of 1.5 years per eighth month instructional period. The development of this program began in 1971-72 and was carried out through a Right to Read grant from the United States Office of Education from 1972 to 1974.

This Right to Read program has two essential elements. The first is a comprehensive assessment of student reading competencies, staff capabilities in the teaching of reading, and community interest, including parental, in reading programs. On the basis of this assessment, a program of staff development, reading instruction, and community support is drawn up and put into operation. Both the assessment and program development are the responsibility of a Local Unit Task Force appointed by the superintendent and comprised of district staff members.

Upon entering the program each child receives a teacher administered diagnostic battery of reading tests. Teachers use the test results to ascertain each child's instructional reading level according to an array of reading skills for kindergarten through grade three. Teachers then write individual instructional sequences for each child which they follow either on a one-to-one basis or with small groups of children who are at the same developmental stage. Each child progresses at an appropriate rate for his developmental level.

Staff members inaugurated this program and carry it out on the strength of a staff development program directed by the Reading Coordinator. Among the topics covered are the development of instructional materials and classroom management procedures which complement the individualization of reading instruction.

As a result of community interest in the program an organization of parent volunteers has been formed. Members volunteer to serve as classroom aides and reading tutors.

In 1974 this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) local district assessment of student reading competencies, staff capabilities in the teaching of reading, and community interest in reading programs, to be used as a basis for 2) a diagnostic-prescriptive reading program based upon a K-3 reading skills sequence and supported by staff development activities and community volunteers.

GOAL, EVALUATION DESIGN, AND RESULTS

Goal

A growth rate of 1.5 years in reading achievement during an eighth month instructional period will result from the placement of each child at his or her instructional level of reading and individualized teaching of reading at that level.

This program involves all teachers and all children in the primary unit, i.e. Academy Street School and J. Harvey Rodgers School. It is an experiment without a control group. Both schools are K-3. Approximately 750 children and 25 teachers in two schools have been involved in the program. Schools are ungraded levels K-3.

Children were given pre and posttests to assess individual gains, identify average gain levels, and describe growth among groups in the two schools.

For the 1972-1973 school year, The Classroom Reading Inventory, published by the William Brown Company of Dubuque, Iowa was used.

The testing yielded the primary finding that in 1972-1973 there was an average gain of 2.14 years among children of all reading levels. Students, therefore, exceeded the goal.

In the program's second year, 1973-74, a decision was made to change from The Classroom Inventory to the Houghton-Mifflin Informal Reading Inventory for the evaluation, because the Houghton-Mifflin IRI instructional level findings are more compatible with the array of skills design used by the Glassboro project. The instrument was unavailable for pretesting in 1972. Pretesting with this instrument occured in September, 1973 and posttesting in April, 1974. The average gain across all instructional levels was 1.52 years. Thus in both development years the program achieved its goal.

COSTS

The bulk of the development grant was used for staff training. Replication costs will be primarily those of staff development. Provision must be made for on-going staff supervision and support. Costs for materials should be covered through a reallocation of current expenditures, and should not increase current budget levels.

DISSEMINATION SERVICES AND MATERIALS

The Glassboro public schools have been funded by ESEA, Title III as a demonstration site where visitors may see the program in operation and talk to participating staff. Requests for a visit and/or a brochure describing the program should be made in writing to the Reading Coordinator.

For educators who sign a commitment to replicate the program, the Glassboro staff will offer training and follow-up consultation free of charge. Replication materials developed by the project staff will be available at cost in winter, 1975. Inquiries about training and replication materials should be made in writing to the Reading Coordinator.

CONTACT PERSONS

Nicholas Mitcho
Director of Adult
and Continuing Education
Administrative Offices
North Delsea Drive
Glassboro, New Jersey 08028
(609) 881-2290

Dorothy Wriggins
Reading Coordinator
Glassboro Public Schools
Glassboro, New Jersey 08028
(609) 881-2676

Individualized Language Arts: Diagnosis, Prescription and Evaluation

Weehawken, New Jersey

OVERVIEW

Authorities in the language arts agree that educators need to develop more effective methods of analyzing students' writing, and to prescribe and apply individualized instructional techniques to teach greater writing facility. This project was designed to meet this critical need. The project's rationale is that linguistics, the study of language, provides knowledge which can be translated into techniques for improving selected aspects of writing instruction. These techniques can be blended with a language-experience approach, so that the language, feelings, and ideas of students can be used to promote motivation, precision, and control. Furthermore, such instruction uses writing activities in all parts of the curriculum and can be organized within a diagnostic-teaching framework. Teachers and students can thus have continuous diagnosis of the writing needs, prescription of relevant methodology, and evaluation of results.

The project staff has devised a method for teachers to analyze students' writing, and guidelines, procedures, strategies, and specific examples of how to teach writing. The teaching methodology also includes ways for teachers to develop and reinforce other language arts skills. The approach is basically one of discovery. It can be used with either graded or non-graded classes. It can be employed with almost any kind of classroom organization.

Students' writing development is traced by three samples, taken at three intervals during the year. The evaluation of the samples is based on criteria suggested by language arts experimentation and the Weehawken teachers. The evaluation pinpoints each student's current strengths and needs. Writing instruction is related to speaking, listening, and reading activities, as well as to the student's ideas and feelings.

The program is used in grades 1 to 12 throughout the Weehawken public schools. The student population is highly mobile and includes many students for whom English is a second language. The program's methods and materials were developed cooperatively by the project staff, Weehawken administrators, and faculty members, and the students themselves. In Weehawken the program has completely replaced writing workbooks and textbooks. As a result, it may be fully integrated into any curriculum. The program is fully explained and illustrated with examples in a teacher's manual. No additional reference materials are required.

In 1974 the project was endorsed by the Dissemination Review Panel of the United States Office of Education for national dissemination.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) diagnosis of students' writing needs, 2) establishing in priority order local objectives for students' writing, 3) prescriptive teaching according to the techniques described in the program's manual, 4) evaluation of students' progress, and 5) using the writing program in content and skill areas such as science, reading, etc.

GOAL, EVALUATION DESIGN, AND RESULTS

Goal

Students will learn to write syntactically more sophisticated and longer sentences as a result of the Weehawken system of diagnosis, prescription and evaluation.

The evaluation procedure was based on a statistical evaluation of random samples of papers written eight months apart by Weehawken students in grades 3 and 6. This part of the evaluation was compared to that of control groups in a nearby district. Further, an evaluation was also made of continuing Weehawken students in grades 4 and 7. The evaluation was made according to eleven criteria selected from research and teachers' diagnoses.

Five criteria were adapted from the work of Dr. Kellog Hunt of Florida State University, a nationally known expert in language arts research, who has shown how the syntax in children's writing changes with maturation. The remaining criteria came from the Weehawken teachers themselves who were using the compositions for their own diagnoses of the student's strengths and needs in writing. These criteria represented what the teachers considered to be the major needs of the Weehawken students as a whole.

The evaluation showed that the Weehawken students learned to write longer, richer, and more varied sentences. A simple or complex sentence, or an independent clause inside a compound sentence, is what Dr. Hunt calls a "T-unit" or "thought-unit." He has discovered that the average number of words per T-unit is the most significant score in correlating students' writing ability with grade level. On this vital score the sixth graders registered a gain of over 45% in a single year, which put them well ahead of both the control group students and the youngsters whom Dr. Hunt, himself, had studied. The Weehawken students were also writing longer dependent clauses. They were using more series of words and word groups to convey greater amounts of information. They were moving parts of their sentences around to a larger extent to vary their writing style and give better emphasis to the most important words and phrases.

Above all, the students tended to write a higher proportion of complex and compound sentences and fewer simple sentences. The ability to combine simple sentences into complex and compound sentences is one of the surest signs of growth in writing. This ability showed itself even at the third grade level. And, in most cases, it was accompanied by a better grasp of punctuation and of correct spelling.

Actually the evaluation disclosed that the Weehawken students had progressed in three ways: They had gained longitudinally with respect to most of the criteria. They had also shown considerably greater improvement than the control group students taught by traditional methods. And, finally, they had scored far better on the relevant criteria than had students in Dr. Hunt's research population. This last point is especially impressive, for the young writers whom Hunt studied were middle class children for whom English was the first language. The Weehawken students, on the other hand, include a large number of students for whom English is a second language.

The follow-up study in the program's second year indicated that these same students have generally continued to show improvement in their writing.

The compositions themselves also showed growth in important aspects of writing which cannot be measured. The students' vocabulary, for instance, was rich and varied, and impressive for its maturity even in the lower elementary grades. It was also well organized. The stories revealed a clear sense of purpose and sequence.

COSTS

The bulk of the ESEA, Title III development grant for this project covered the stipends for the project staff. Consultant help was provided by Professors Ted Lane and Edwin Ezor of Jersey City State College, and several members of the district staff: the Elementary Education Supervisor, the head of the high school English department, and principals.

The cost of replicating the program is basically that of staff training and follow-up supervision. Provision must be made for continuing help, encouragement, and support of staff. The manual written by the project staff is available at cost. Materials to introduce the program (file folders, duplicating papers, etc.) can probably be absorbed within present budgets. Savings may be realized if the district staff decides to discontinue using special workshops or textbooks to teach writing as is the case in the Weehawken system.

DISSEMINATION MATERIALS

General information about the program may be obtained in an overview brochure, and a more detailed booklet called Individualized Language Arts: A Prospectus. These publications are available free of charge from the project direcor. The project's Resource Manual is available at cost, $12.50, including postage. Order forms may be obtained from the project director.

The project's development staff is currently working with representatives of several New Jersey school districts to provide summer training with follow-up consultation

during the academic year. A training program of four half-days is offered free of charge to educators who make a commitment to replicate the program. At the present writing there are no vacancies in the training program. Persons who wish to have their names placed on a waiting list for an orientation presentation, should vacancies occur, may write to the project director.

CONTACT PERSON

Jeanette Alder, Project Director
Principal, Roosevelt School
Louisa Place
Weehawken, New Jersey 07087

Institute for Political and Legal Education

Margate, New Jersey

OVERVIEW

Under the direction of the staff of the Institute for Political and Legal Education, high school teachers and students in fourteen New Jersey districts have participated in a year long social studies program to examine voter education, New Jersey state and local government, and individual rights. Each unit of study includes classroom work, participation in Saturday workshops, and volunteer work in the community. Resource materials, course outlines, and suggested teaching techniques are available from the Institute staff. This staff also conducts the Saturday workshops in which they introduce each topic and present guest speakers with appropriate practical experience.

The program was designed to prepare high school students to fulfill the legal and political responsibilities which they may assume at the age of eighteen. These responsibilities include voting, eligibility for political office, and entering into legal contracts. The need for the program was established through a survey of a randomly selected group of six hundred New Jersey high school students which revealed that 81% of the students did not know how to register to vote or how to use a voting machine; 67% did not know how their local governing body functioned; 45% did not know how a piece of legislation became state law; and 79% had never met elected officials of any level of government.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by the use of the three instructional units in voter education, New Jersey state and local government, and individual rights in a high school curriculum.

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

After following the Institute's course of study, participating students will score significantly higher on the staff develped Test Of Political Knowledge than they did before entering the program.

The Test of Political Knowledge was administered on a pre and post basis to a representative sample of students participating in the program and control group students following a traditional social studies program. Test scores were analyzed by a two-tailed T test which showed that the students in the experimental group scored significantly higher on the posttest than did those in the control group. Thus Goal #1 was achieved.

Goal #2

After following the Institute's course of study, participating students will demonstrate a significant positive shift in attitude toward participating in the political and governmental process as measured by the staff developed Inclination to Participate Test.

The test was administered on a pre and posttest basis to a representative sample of students participating in the program and control group students following a traditional social studies program. The test data were analyzed by the Wilcoxon T-test which showed that the experimental group scored significantly better on the posttest than did those in the control group. Thus Goal #2 was met.

COSTS

The bulk of the ESEA, Title III development grant for the Institute covered the cost of developing the curriculum and providing the Saturday workshops for participating students and teachers. The cost of replicating the program is basically that of staff training, follow-up supervision, materials, and evaluation. The materials developed by the Institute staff are available at cost. Participating districts must provide for the continued assistance, encouragement, and support of staff. After the initial start-up

investment for staff training and materials, the program's maintenance should not require an increase in a district's current operating expenses.

DISSEMINATION SERVICES AND MATERIALS

The Institute for Political and Legal Education has been funded through ESEA, Title III to provide dissemination services and materials for teachers and students who wish to participate in its programs. General information about the Institute is available upon request. On-site visitations to the classrooms of participating teachers may be arranged for interested persons. Members of the Institute staff are available to visit school districts to explain the program.

A five day (30-35 hours) training program with five follow-up consultations is available to the staffs of districts that sign a commitment to use the program. Each district or school staff will be trained both in group settings and separately to guarantee that special reference is given to its individual needs. The training will take place at a state college, in the consumer district, at an Educational Improvement Center, or another site agreeable to both parties.

There is no charge for the services of the project staff. Consumer districts are responsible for costs incurred by their staffs for training and the installation of the program. Materials required for the program's may be obtained from the Institute.

Manuals: Voter Registration and Campaigning; New Jersey State and Local Governments; Individual Rights.

Filmstrips: How to Use a Voting Machine; The New Age of Majority; The Legislators: New Jersey Assemblymen and Senators.

Inquiries about the dissemination services and materials available from the Institute staff should be addressed to the director.

CONTACT PERSON

Barry Lefkowitz, Director
Institute for Political and Legal Education
c/o Educational Improvement Center-South
P.O. Box 426
Pitman, New Jersey 08071
(609) 589-3410

Interning for Learning

Cape May County, New Jersey

OVERVIEW

Interning for Learning was developed through the County Superintendent's Office in Cape May County to meet needs shared by the county's school districts. The needs were identified in a self-study conducted in 1969-70 as those of improving student's attitudes toward school and of training teachers in a classroom management procedure that would permit them to individualize instruction. The program not only addresses these needs but also provides a turn-key training system that is the basis for its projected long-term impact in individual schools.

Participating teachers learn a program of classroom management which guides them in grouping students according to educational needs, and in organizing classroom activities to provide small group and individualized instruction. This management procedure may be adapted to any curriculum and is most frequently used in a self-contained classroom. Teachers place students in three or four small, homogeneous groups for instruction in basic skills. Correspondingly, the study of academic skills is organized into four types of activities: direct teaching, follow-up activities, learning stations or centers, and independent activities of which there is often a choice. Each student takes part daily in each type of activity. As the teacher instructs one group at a time in the "direct teaching" activity, the three other groups rotate among the remaining activities. This format requires a two hour block of time. The remainder of the day may be used for small or large group instruction.

Teachers learn to diagnose student needs, evaluate student progress, and design and construct learning stations and centers as the primary modes of individualizing instruction. They also study new teaching materials and methods, including the use of several kinds of media. To provide the optimum atmosphere for this kind of instruction, teachers devise new classroom arrangements to accommodate four simultaneous learning activities.

A visitor to one of the Interning for Learning classrooms will find a warm, relaxed environment and a business-like atmosphere of learning. The rooms are a hum of activity: children are working in all parts of the room, a small group with the teacher, another group looking at a filmstrip, a third group listening to a tape. Some children will be working alone; others in pairs. There is soft talking and movement. Children know what they are doing and why they are doing it. There is no pressure. Children are working to learn and not to compete for grades.

The chief training vehicle is an internship program. This began with the training of two teachers who, in turn, trained twenty others. The twenty have also become trainers of fellow teachers. Interns attend a summer-inservice program with follow-up workshops during the school year. They intern for one week in the classroom of a teacher who is already in the program. After the trainees have mastered the new procedures and gained experience in using them, they provide internship opportunities for other teachers in their classrooms.

The project headquarters is a resource center where all teachers may go to see sample learning stations and centers, for consultation in individualizing instruction, and to work on materials for their own classrooms. The project staff recommends that individual schools provide similar resource centers for their teachers.

In addition to organizing the internship training of individual teachers, the project staff has also trained the County Helping Teachers in Atlantic, Cumberland, Ocean, and Salem Counties. They, in turn, have established resource centers and offer training services in Interning for Learning in their respective counties.

The development of the Interning for Learning Program was funded through ESEA, Title III from 1971 through 1974. Its continuation in Cape May County will be funded by the county's local Boards of Education.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) teachers' use of the classroom management program described in the project's materials, 2) a school's or a district's establishment of a turn-key training program based upon an internship experience, and 3) if feasible, the establishment or a resource center on a school, district, or county wide basis.

GOAL, EVALUATION DESIGN, AND RESULTS

Goal

Students of participating teachers will have a better attitude toward school than students of non-participating teachers.

To evaluate progress toward this goal, the Interning for Learning staff used the IOX School Sentiment Index (SSI). Twelve randomly selected classrooms from nine schools participated in the administration of the SSI in May, 1973. A comparison of the six project classrooms with the six control classrooms using the Wilcoxon T test showed significant differences in favor of the project classrooms.

COSTS

The bulk of the project's Title III development grant covered salaries of project staff, stipends for the teachers

in the summer inservice program, and substitutes for interning teachers. Two of the principal project staff members are County Helping Teachers whose salaries were not paid by Title III.

The cost of replicating the program is primarily that of staff training, follow-up supervision, and evaluation. Provision should be made for the continuing support and encouragement of staff. The costs of a resource center will be primarily those of materials and the staff assistance offered to teachers.

DISSEMINATION MATERIALS AND SERVICES

The project has been funded by ESEA, Title III as a demonstration site to offer complete training services and materials to interested educators. Visitors are welcome. A brochure which gives an overview of the program is available free of charge. A filmstrip/tape which gives a visual introduction to the program may be borrowed or purchased for $95.00. Two teachers' manuals are available at cost; order forms may be obtained from the project director:

Challenge for Change an explanation of the classroom management system	$2.25
Learning Centers and Stations descriptions of centers and stations made by teachers in the program	$1.25

The project staff will offer five days of internship training plus follow-up consultation to the staffs of districts that sign a commitment to replicate the program. Training covers classroom management, making learning centers and stations, organization of a resource center, and structure of the internship program. There is no charge for the services of the project staff. Consumer districts are responsible for costs incurred by their staffs for training and the installation of the program.

Inquiries about the project and its dissemination plan should be made to the project coordinator. Information

about the training offered in Atlantic, Cumberland, Ocean, and Salem Counties may be obtained from the Helping Teachers in the County Superintendents' Offices of each county.

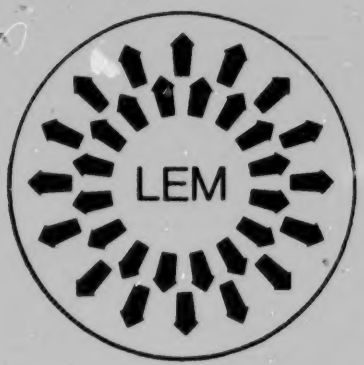
CONTACT PERSONS

Caroline Underkofler
County Helping Teacher
Project Coordinator
Rio Grande Elementary School
Delsea Drive
Rio Grande, New Jersey 08242
(609) 886-1200

Harry Brown
Project Director
Administrative Principal
Dennis Township Public Schools
Dennisville
New Jersey 08214

LEM: LEARNING EXPERIENCE MODULE

Hackensack, New Jersey

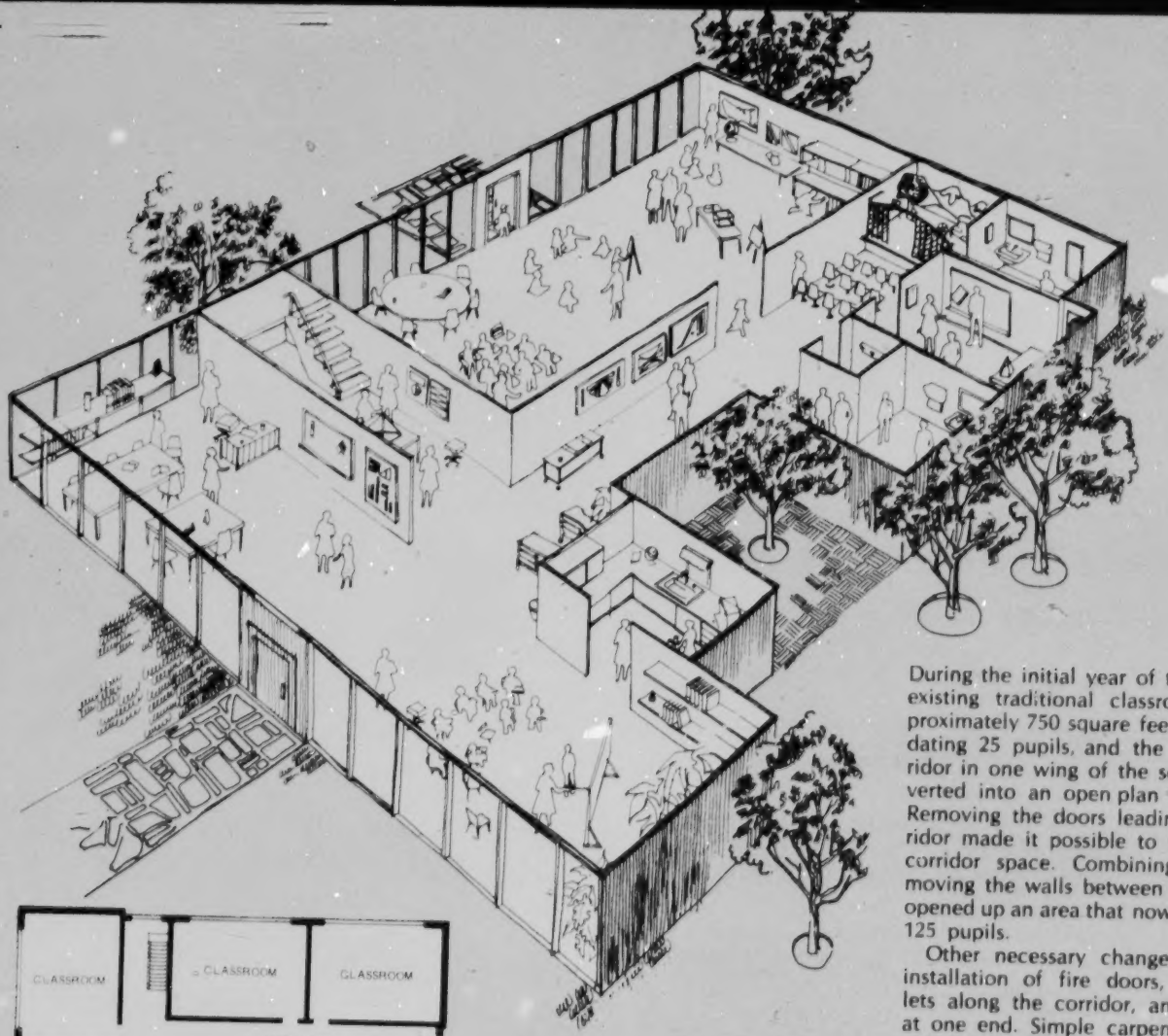


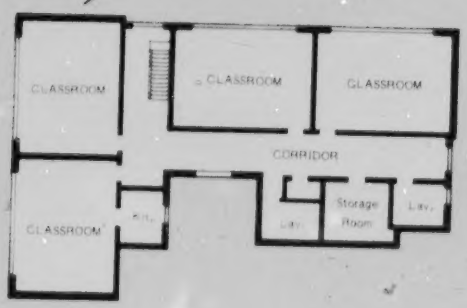
OVERVIEW

Project LEM was designed to eliminate overcrowding in an old school, and raise students' reading and mathematics achievement scores. These needs stemmed from the Hackensack school district's commitment to provide an educational program and learning environment that will enable each child to achieve self realization and social competence.

Hackensack is an urban center whose population is 5% non-English speaking, 37% Black, and 58% White. The students in Hillers Elementary School, the project site, are a cross-section of the community. Those who took part in the project were randomly selected with the exception that all non-English speaking students were included. The program was developed through ESEA, Title III funding between 1970 and 1973.

The project staff drew up plans to renovate portions of the school to accommodate more students, and developed an educational program for the open space which renovation provided. The educational program includes techniques to group students to foster their intellectual and social growth, a team organization for teachers, and a mode of





LEM I

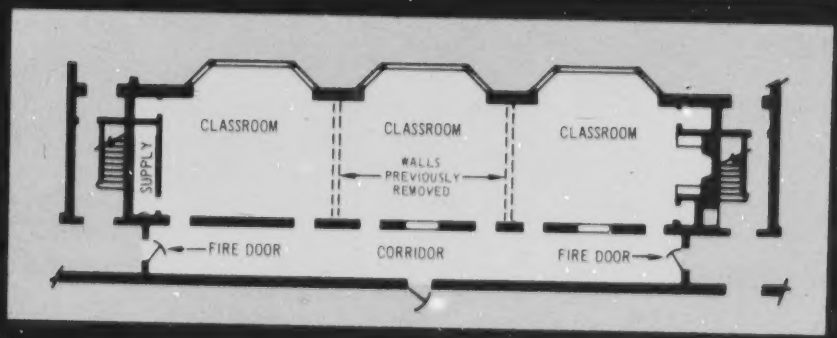
During the initial year of the project, four existing traditional classrooms, each approximately 750 square feet and accommodating 25 pupils, and the connecting corridor in one wing of the school were converted into an open plan learning center. Removing the doors leading into the corridor made it possible to fully utilize the corridor space. Combining this with removing the walls between the classrooms, opened up an area that now accommodates 125 pupils.

Other necessary changes included the installation of fire doors, electrical outlets along the corridor, and a stage area at one end. Simple carpentry chores provided the mini-stage and any needed shelving. A storeroom became a staff office-workroom. Carpeting throughout the classrooms and the corridor enhanced the open plan design, while applying fresh paint, in bright colors, completed the modifications.

LEM II

The establishment of this learning center was accomplished by combining a corridor with an already existing open classroom area adjacent to it. The space previously accommodated 75 youngsters. After the change it was able to meet the needs of 100 — a 33 1/3% increase!

No walls had to be removed but a fire door had to be built at each end of the corridor. An acoustical ceiling and side wall lighting were installed in the corridor section. Doors leading from the large room into the corridor were removed and the entire area carpeted. A living room center was planned and completed with an existing fireplace as its center. A kitchen staff workroom was achieved through the use of a storeroom adjacent to the corridor.



scheduling that permits teachers to give more individualized instruction and specialize in some subjects. During three development years, the staff organized three LEM's or open plan centers to accommodate a total of 350 students.

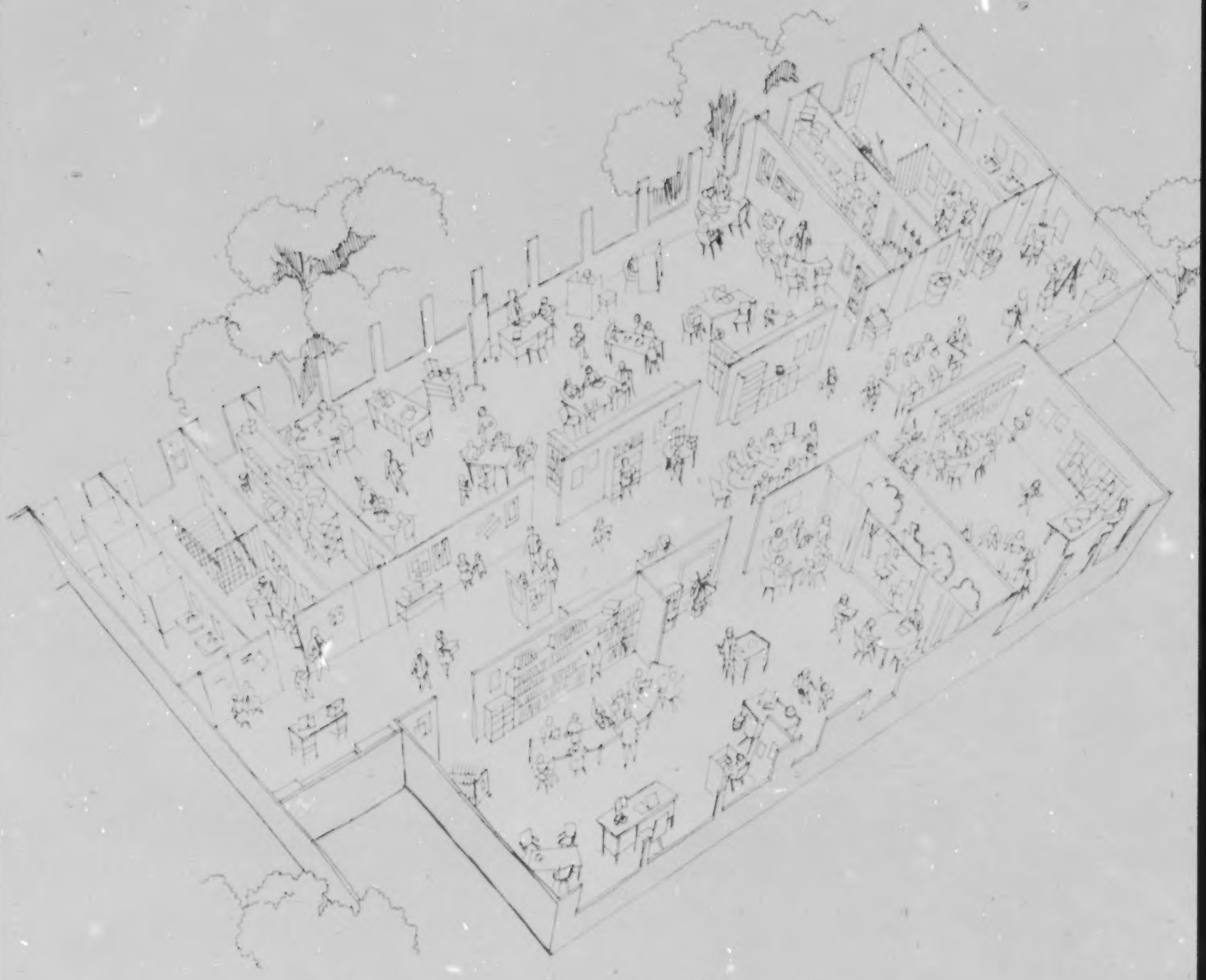
The remodeling for each LEM was slightly different. But, in each case, the goal was to create more useable space for many modes of instruction. Although each LEM has the standard teacher-pupil ratio, the scheduling and grouping techniques permit variation in instruction. For a group of 100 LEM students, there is a staff of six: team leader and four other teachers and one aide. The LEM's of 125 students have a sixth teacher. Each LEM spans two grade levels: 2nd and 3rd; or 4th and 5th. Each teacher instructs one group of students daily in each of the basic skills: reading, language arts, and mathematics. In addition, each teacher prepares and teaches lessons for several groups of students in one of the following areas: social studies, science, or cultural arts. For these subjects students rotate, studying a different subject each day. This schedule permits teachers to work closely with a small number of students over a two-year period in basic skills and, also, provides teachers the time to develop and teach one other subject in depth.

Students with similar needs are grouped for reading, language arts, and mathematics. Students change to heterogeneous groups for social studies, science, cultural arts, music, physical education and art. The groups are changed as the students' social and intellectual needs change. To this basic structure, the instructional team often adds large group and individualized instruction to provide variety and answer special needs. This grouping fosters the students' continual growth in basic skills, as well as their social development.

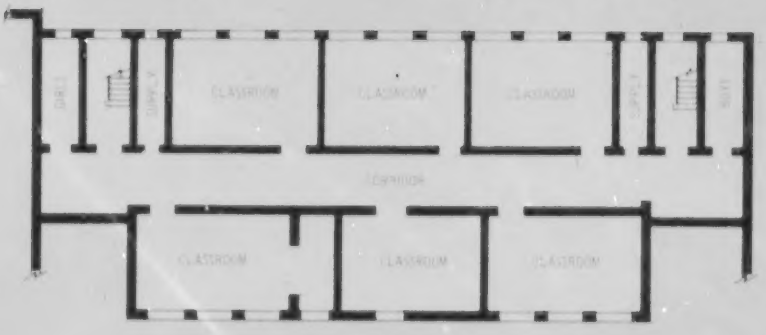
In 1973 Project LEM was endorsed by the Dissemination Review Panel of the United States Office of Education for national dissemination.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) use of teacher teams with a differentiated staffing pattern, 2) multi-age student groupings, 3) non-graded instructional approach, 4) homogeneous groupings for basic skills instruction, 5) LEM scheduling pattern, and 6) team approach to implementing units of instruction.



LEM III



An entire floor of the Fanny M. Hillers School, consisting of six classrooms flanking a central corridor, became LEM III. Walls were removed between existing classrooms, a stage area constructed, acoustical ceilings, electrical outlets and newslighting were installed, plus carpeting throughout. One former classroom was maintained for use as both a staff workroom and a quiet learning area for the children.

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

Children in the LEM program who scored below the fortieth percentile in any section of the California Achievement Test battery, 1970 edition will improve by at least 50% during the school year.

The CAT battery was administered to the LEM group (grades 3, 4, and 5) (pre) in 11/71 and (post) in 6/72. Mean percentiles were calculated for all pupils below the fortieth percentile for each grade level for each sub-test and for the total battery. Gains were compared with the criterion for each group. Average gains were well above the criterion of a 50% gain over initial percentile ranking for children scoring below the fortieth percentile on any section of the CAT.

Goal #2

Children in LEM who score at or above the fortieth percentile will maintain or improve their percentile ranking over a one-year program period.

The data were drawn from the two administrations of the CAT discussed under Goal #1. Mean percentiles were calculated for all pupils scoring at or above the fortieth percentile on any part of the test. Comparisons examined average rates of gain at all four grade levels.

The data show that students at or above the fortieth percentile on the CAT continued to gain academically at a normal rate of approximately one grade level per year.

COSTS

Project LEM's basic developmental costs through ESEA, Title III were those of staff salaries and summer stipends for teacher training. All renovation costs were provided from local funds.

SCHEDULING

A major feature of LEM is the structure employed in both scheduling and grouping procedures. In LEM, the "exploring" of new interests and challenges in encouraged in a non-threatening and supportive manner.

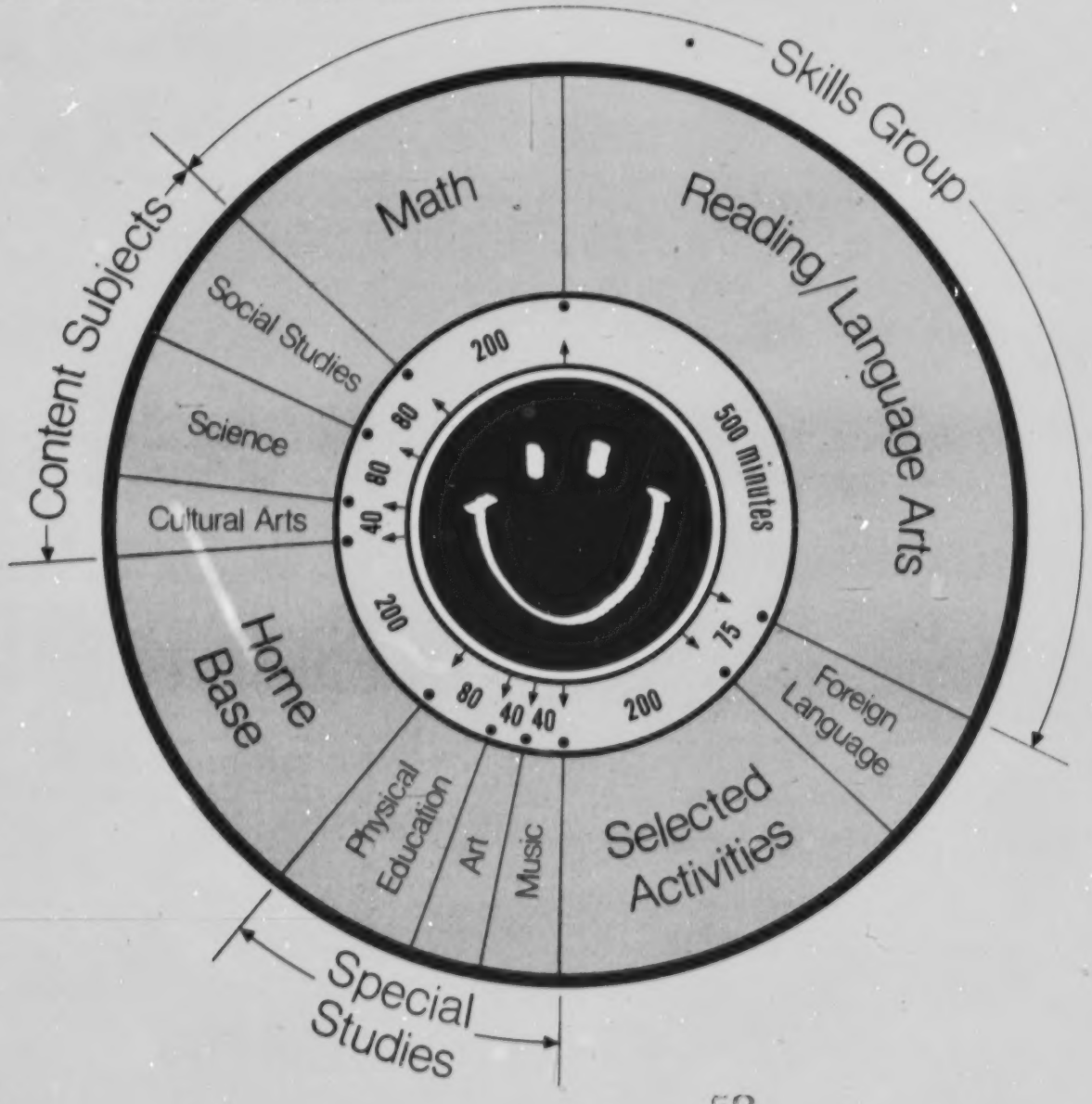
The intent is to design the schedule so that each child, each day, gets to participate in each of the basic academic areas — reading, language arts, and math. In each of these basic skills areas, all groups are conducted at the same time. The content area subjects — social studies, science, and cultural arts — are scheduled simultaneously, but the children rotate, participating in a different subject area each day.

The Foreign Language in the Elementary School (FLES) program provides 15 minutes of aural-oral instruction in Spanish every day for each child in grades 3-5.

Art, music, and physical education are scheduled concurrently and groups are formed based on home base groupings. Scheduling these subjects simultaneously attempts to provide planning time for the LEM teams within the school day.

One member of the staff, comparing the LEM to her earlier experience in an experimental program in another city, commented: "The LEM's more organized. The equipment's more centrally located. But the biggest difference is that there's so much more group planning and, as a result, the children are enjoying success."

Typical scheduling pattern of a fourth and fifth grade child's week in the LEM.



The cost of replicating the staff organization aspect of the program--which are the project staff's definition of its essential components--is basically that of staff training. Provision must be made for continuing staff supervison and support.

If renovation is required, its costs will vary with the requirements of the specific site. Renovation costs may be justified if greater numbers of students can be accommodated in renovated facilities thus saving the greater costs of rented facilities or new buildings.

DISSEMINATION MATERIALS AND SERVICES

Project LEM has been funded as a demonstration site by ESEA, Title III to offer interested persons the opportunity to see the program in action, examine its materials, and receive training and follow-up consultation in its replication. One day per week is set aside for visitors to the Hillers Elementary School. Members of the LEM staff are available to give orientation presentations to the staffs of interested districts.

Four booklets which describe the program are available free of charge:

LEM: Overview and Evaluation

LEM: Environment and Space Utilization

LEM: Organization and Curriculum

LEM: Home-School Interaction

Two filmstrips are available for interested persons to borrow:

Overview of Project LEM

Organization and Curriculum of Project LEM

A one week summer training program at the Hillers Elementary School plus follow-up consultation are available to the staffs of districts that make a commitment to

replicate the program. There is no charge for the training services of the project staff. Consumer districts are responsible for the costs of installing the program in another site.

Inquiries about dissemination services and materials available from Project LEM should be made in writing to the project director.

CONTACT PERSONS

Eleanor Russo, Director of Project LEM
Director of Elementary Education
Hackensack Public Schools
355 State Street
Hackensack, New Jersey 07601
(201) 488-4100

Bernard Kaminsky, Principal
Hillers Elementary School
Longview Avenue
Hackensack, New Jersey 07601
(201) 488-4100

Project MOPPET:
Media Oriented Program Promoting Exploration in Teaching

Woodbridge, New Jersey

OVERVIEW

The MOPPET staff has designed a humanities curriculum for the non-specialist. Using the MOPPET lessons, regular classroom teachers may introduce a comprehensive humanities program of poetry, creative drama, music, art, dance or movement, and film making into the elementary school curriculum. Lessons may be taught as separate entities or integrated into the academic curriculum, or both. The lessons were developed by artists on the MOPPET staff, piloted in experimental classes, and have now become part of the elementary school curriculum in Woodbridge.

The district's educational needs which led to this program were (1) to provide modes of expression and success experiences for students who were low achievers and often non-verbal in orientation and (2) to permit all students to express themselves in the arts. At the program's outset, the MOPPET staff hypothesized that if these needs were met, students' language arts skills, including reading, would be improved. Progress toward the fulfillment of these needs is described in the goals section of this article. The program's development was funded through ESEA, Title III from 1970 to 1973.

The objectives of each MOPPET lesson are clearly stated along with the required materials and recommended procedures. While the lessons themselves form a core humanities curriculum, teachers are encouraged to view them as a pathway or guide for lessons which they will write for the arts of other curriculum areas.

Lessons begin with the setting of a mood or creation of a new environment. To do this, teachers use movies, slides, overhead transparencies, music, poetry reading, story telling or the movement of students around the room. Students talk about what they have seen or done and the way the experience makes them feel. Next students carry out a project, individually or in groups, in which they express their feelings and thoughts about the subject at hand. Students may write poetry, illustrate it, and read

it aloud. They may write plays and perform them. In some lessons, they design sets, write screenplays and produce films. In others, the students express emotion and thought through movement. Whatever the medium, the hallmark of the lessons is that the students are the artists. They create works of art once they have learned the techniques and are given the freedom to express themselves.

When a MOPPET lesson is in progress, there is an identifiable kind of communication between teacher and students. Teachers are accepting of student's ideas and feelings; teachers spend much of their time listening to students and encouraging them to express themselves in the art form at hand. Students, in turn, feel free to experiment, explore, talk with one another to question, clarify, and work. Students feel independent in and responsible for their work. The teacher is a consultant; the students are artists.

In addition to writing the lessons, the MOPPET staff has created a physical setting which they feel is optimal for teaching the humanities. The "MOPPET" room is slightly larger than a regular classroom, carpeted, empty of furniture, and, at one end, has a curved screen large enough for three simultaneous projections. Within this framework, the staff uses several types of equipment, including projectors, tape recorders, record players, cameras and rhythm instruments.

A similar setting may be created in a classroom, all-purpose room, library or another large room available in most schools. Furniture may be pushed aside. Instead of a large curved screen, one may use three individual screens, a large sheet of white paper taped to the wall, or an uncluttered wall surface.

As teachers become familiar with the MOPPET lessons, they will want to begin to design their own and experiment with various media and combinations of media. And the materials for the lessons themselves can be largely student and/or teacher-made. Teachers' development of judgment, taste, and style in these matters will open up new curriculum possibilities.

The resource materials required for the MOPPET lessons are available to Woodbridge teachers in kits keyed to each lesson which can be borrowed from the Central Instructional

Materials Center. The cooperative efforts of the MOPPET staff and the Supervisor of Libraries and Media have put the lessons within easy reach of all teachers.

ESSENTIAL COMPONENTS OF THE PROGRAM

The program's replication in another site is defined by 1) the use of MOPPET lessons in one or more of the arts on a regular basis by classroom teachers. The MOPPET staff recommends that lessons be taught in a room with adequate space for students to move about.

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

Students in MOPPET will gain in creative thinking ability.

To assess the objectives for the first year, a posttest-only control group design was used with two treatment groups and one control class, as follows:

Group A-1 average first grade class received 39 MOPPET lessons.

Group B-1 lower socio-economic first grade received 13 MOPPET lessons.

Group C-(control) 1 first grade, no MOPPET lessons.

Matched groups (A and C) were posttested on the verbal test part of the Torrance Test of Creative Thinking (TTCT) in April, 1971.

The results show that MOPPET achieved Goal #1 in the first year of the program with the MOPPET group clearly ahead on all three scales.

In 1971-1972, a new MOPPET class of second graders was compared with a new control group. Both the verbal and figural sub-tests of the Torrance Test (TTCT) were used for pre (Dec. 1971) and posttests (March, 1972). The verbal sub-test has separate scales for fluency, flexibility and originality. The figural sub-test has these plus an elaboration scale.

Although controls were higher on one pretest, and comparable on the other, the MOPPET pupils outscored the controls on both posttests. Again, the results show that MOPPET achieved Goal #1.

Goal #2

MOPPET pupils will increase their knowledge of basic space, time and quantity concepts which are essential to academic achievement.

In April, 1971 all three groups (A,B,C,) were given a posttest using the Boehm Concept Mastery Test (BCMT). This test consists of 50 items concerning the child's understanding of space, time and quantity.

MOPPET group A scored significantly higher than either group B, which had only one third as many MOPPET lessons or the control groups. Goal #2 was achieved.

Goal #3

Students in MOPPET will gain in cognitive ability. To assess this variable, students were given, in April, 1971, The Cognitive Abilities Test (CAT), a revised version of the primary levels of the Lorge-Thorndike Intelligence Tests.

The main MOPPET Group (A) outscored both the limited MOPPET Group (B) and the Controls. The A-B difference was significant.

Project MOPPET achieved Goal #3 when applied over a full school year.

COSTS

The bulk of the MOPPET ESEA, Title III development grant was for staff salaries. The essential materials for the introduction of the MOPPET humanities curriculum in other districts are the lessons themselves and the replication manual. They are available from the project, at cost, which is $13.

The majority of the lessons call for the use of equipment and materials already found in most districts. The essential equipment and an estimate of its cost are:

Projection screens (3)	$ 75
Slide projectors (3)	300
Film projector, 16mm	500
Overhead projectors (3)	225
Cassette tape recorders (3)	75
Record players (3)	225
	$1,400

In the first year of the MOPPET program, the district received no outside funding. The lessons were taught largely with materials already available with an additional expenditure of about $200. This point is made to show that almost any school or district can afford to begin to use the lessons.

Costs and specifications for additional materials and equipment, including plans for building a curved screen, are available in the project's dissemination materials.

The remaining category of costs for interested persons to consider are those of staff training. These costs will depend upon the skills and background of the interested staff. It should be emphasized, however, that the lessons are designed to be used by the regular classroom teacher. Careful study of the lessons and the replication manual should supply the basic information required to begin using the lessons.

DISSEMINATION MATERIALS AND SERVICES

Project MOPPET has been funded by ESEA, Title III as a demonstration site where visitors may see the program in action, examine its materials, and receive training and follow-up consultation in its replication. A brochure which gives an overview of the program is available free of charge from the project director. A descriptive filmstrip tape may be borrowed. The project's materials are available at cost. An order form may be obtained from the project director.

MOPPET Lessons, K-6 Separate manuals of the K-3, and 4-6 lessons are available for $6 each.	$10.00
MOPPET: How to Do It, A Replication Manual	$ 3.00

During the academic year, 1974-75, the MOPPET staff will conduct a series of training workshops in the teaching of all categories of the MOPPET lessons. These workshops will be held in Woodbridge and are open to all interested parties.

Consultation from the MOPPET staff is available to the staffs of districts who sign a commitment to replicate at least one aspect of the MOPPET program. Consultation is available at the consumer district's site.

There is no charge for the training and consultation services of the MOPPET. Consumer districts are responsible for the costs of replicating MOPPET in another site. Inquiries about dissemination services and materials should be made in writing to the project director.

CONTACT PERSON

Alfred D. Kohler, Director
Project MOPPET
School #18
Indiana Avenue
Iselin, New Jersey 08830
(201) 283-0330

SEAL DESIGN 1972 BY GLORIA ALIBANI

The Elementary and Secondary Education Act, Title III funds the development and dissemination of innovative educational programs. Local education agencies may apply to the New Jersey Department of Education for Title III grants.

Project Open Classroom

Wayne, New Jersey

OVERVIEW

The Open Classroom is characterized by the openness of administrators, teachers, and students to new ideas and initiatives, and their sensitivity to and support of other people. Teachers and students are freed from the constraints of time prescribed by a lock-step curriculum. Open classroom doors and halls allow students to move freely, yet with responsibility. Open curriculum choice permits students to work in areas of their interest, when and for the time they wish. The open classroom environment stimulates learning by providing structure with choice for both students and teachers.

Two schools in Wayne, Lafayette and Theunis Dey, are taking part in the program which has completed its third development year through ESEA, Title III funding. The grades included are K through 5th. Teachers work both in teams and in self-contained classrooms. One school, however, is moving towards the vertical grouping of students. This means that students who represent two or three age levels and many development levels will work and learn together.

The program's goals focus on changes in student behavior. But, to put the program into practice, the central step was to work with teachers. In a two week summer workshop, teachers began by studying Piagetian concepts of child development and the philosophy and process of opening classrooms. Subjects of subsequent workshops and consultations included the use of criterion referenced tests as a diagnostic tool, individualizing teacher-made or commercial curricula, using flow charts which are coordinated with task cards and resource materials, organizing learning centers, a new approach to the language arts, use of manipulative materials, evaluation techniques, and record keeping methods. Teachers were given skills and concepts lists for mathematics and reading which provide for the complete development of elementary school students in these areas. Using these tools, teachers were shown how to structure curriculum on an individualized basis.

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

Children in Project Open Classroom will operate in a flexible space arrangement and will engage in a wide variety of learning activities in a flexible classroom environment.

The first hypothesis was that project classrooms would be significantly more flexible in the arrangement and utilization of space (as measured by the Flexible Use of Space Scale, F.U.S.S.) than control classrooms.

In using the F.U.S.S., judgments related to the physical arrangement of the classroom and the movement of teacher and pupil were made by an observer. The instrument uses a three-point scale, ranging from limited to extensive. Observations are made on two dimensions: physical arrangement of the classroom, and movement of teacher and pupils. A total of eight observations is made for each use of the checklist. Each such observation took about 15 minutes.

Each of the 30 classrooms was observed twice. Two different times during the day, and two different days of the week were used to provide a reliable picture of the classrooms. Two raters were used for 20 of the 60 observations.

Scores were calculated and rank-ordered for experimental and control classrooms. The data show that the experimental groups are significantly higher at all grade levels. Thus Goal #1 was achieved during the first project year.

Goal #2

The Open Classroom Project will engender in children more positive attitudes toward school and self.

In the project's first year two measures were used for this goal: The Self-Appraisal Inventory and the School Sentiment Index. Both of these instruments were developed by the Instructional Objectives Exchange (IOX) of U.C.L.A.

The inventory measures the extent to which a person values himself. The School Sentiment Index measures student attitudes toward school.

On the Self-Appraisal Inventory, class means for the project groups were significantly higher for grades 1-3. These scores are again reported separately because the Lafayette School is a project school only for grades 1-3. Analysis of variance was used. A similar analysis of the data for grades 4-5 showed no significant differences among the schools. Fifth graders were significantly higher than 4th graders in all three schools.

On the School Sentiment Index, means were calculated also for each class and analysis of variance were done for grades 1-3 and 4-5. At all grade levels, the project group was significantly higher.

In the second year, evaluation of Goal #2 was made with the use of pencil and paper instrument developed by the Rutgers University consultants to the project. This instrument consisted of a set of 15 scales to be used by an observer in the classroom. Data were provided on both pupil and teacher behavior. The fifteen student-oriented items examined the student's ability to internalize a classroom task and to work either individually or in a group on a project. Observations were made during January and February of 1973. In all, 29 classrooms in the two schools were visited. Each observation lasted approximately 45 minutes.

High inter-rater reliabilities and a general agreement of scores for all project teachers tend to support the finding that students were exercising self-discipline with relation to task as well as in relation to work with groups.

Third-year. For the 1973-74, a new instrument was developed by the consultant, Attitude Toward Classroom Atmosphere (ATCA). A randomly selected sample of five students from each project classroom participated in group testing. The group was pretested in October and posttested in May. This instrument is intended to measure student changes in attitude toward school. Using a correlated t-test, no significant shift was found for the Theunis Dey school group; but, a significant difference was found for the Lafayette School group.

Three years of data on Goal #2, while not universally positive, tend to indicate that the goal is being achieved.

Goal #3

Project pupils will progress at their own ability level in cognitive areas over a three year period.

Scores on the California Achievement Test, Form A, Levels 1 and 2, 1970 edition, which has been administered yearly in Wayne, were analyzed for those children who have attended the two Open Classroom schools during the three years of the project.

The data indicate that over a three year period students maintained a normal rate of cognitive growth.

COSTS

The bulk of the project's Title III development grant covered the salaries of project staff, the teacher training program, and the purchase of new educational materials for the classroom. A district interested in adapting or adopting the project will have to provide for staff training. Other costs should be covered by a reallocation of current expenditures.

DISSEMINATION SERVICES AND MATERIALS

Project Open Classroom has been funded by ESEA, Title III as a demonstration site where visitors may see the program in action, examine its materials, and talk to the staff. For educators who sign a commitment to replicate the program, training and follow-up consultation is offered free of charge. The costs of replicating the program in another site are the responsibility of the consumer district.

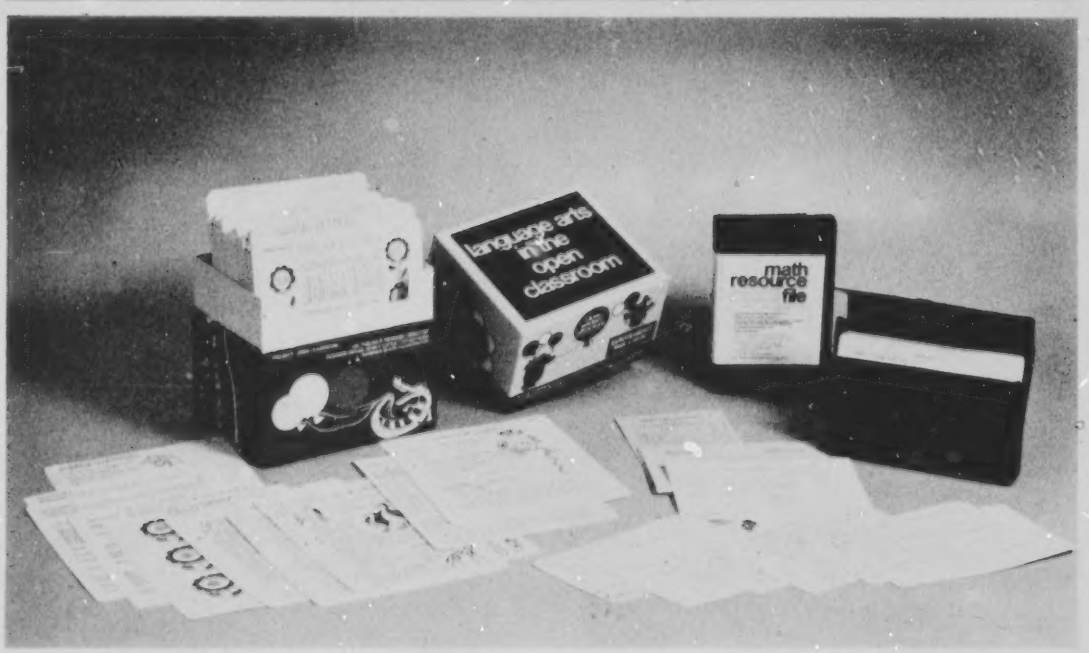
A brochure which gives an overview of the program is available from the project director. Project developed materials are available at cost. An order form may be obtained from the project director.

Item	Unit Cost
Language Arts Kit for Individualized Instruction	$25.00
Math Resource File: Over one hundred ideas for teachers to present math skills and concepts	
Primary Level (ages 6-8)	$ 6.00 per kit
Intermediate Level (ages 8-11)	$ 6.00 per kit

Inquiries about the program and its dissemination services and materials should be made in writing to the project director.

CONTACT PERSON

Dr. Thelma Newman, Director
Project Open Classroom
P. O. Box 1110
Wayne, New Jersey 07470
(201) 696-3363



Pollution Control Education Center

Union, New Jersey

OVERVIEW

A total classroom instructional program in pollution control education for elementary, junior high, senior high, and adult education is being produced through the Pollution Control Education Center. The program has been designed to develop students' interest in the wise use and preservation of the biosphere and to give them an understanding of the threat that an industrialized society poses to the balance of the ecosystem.

The project staff has completed its fourth year of work under an ESEA, Title III grant to write and produce the program. The materials for grades 1 through 6 are being published commercially for national distribution. Materials for grades 7 through 9 will be distributed by the Union Township Board of Education. Unit content is varied and includes comprehensive coverage of the topics of solid waste and sewage treatment, and air, water, thermal, marine and seashore, and urban pollution. In other units pupils are actively involved in the critical environmental problems of open lands, wildlife, wetlands preservation, energy conservation, resource management, and community response--all presented in scientifically accurate and socially responsible settings.

Each multi-media instructional kit engages a class in a variety of pupil centered. hands-on, problem solving activities which involve students in practical decisions on the appropriate responses they can make as citizens in order to solve environmental problems. The kits include imaginatively illustrated student booklets which relate new ideas to the students' own experiences. Student investigations provide pupils with the opportunities to have first hand experience with pollution and pollution control processes. These experiences are described on spiritmasters, experiment sheets, and activity cards so that a teacher may readily individualize instruction to meet a class member's specific needs and interests. The material in each kit is designed to be taught as a one or two week unit.

Audiovisuals enable pupils to observe phenomena which cannot be duplicated in the classroom. Filmstrips and film-loops, overhead transparencies, and audio cassettes are included in each kit to aid class discussions of important ideas. A comprehensive teachers' guide enables a teacher to handle the program without specialized training. The guide coordinates all of the elements of a kit. The guide contains an outline of the basic objectives of the unit in terms of "attitudes and values, knowledge and skills." A convenient chart is provided for scheduling the unit's work. Tests based on the material covered in the unit's work are included for appropriate grade levels.

The program is appropriate for inclusion in regular science, health and urban studies programs as well as for instruction in environmental science. The program is designed for use by the regular classroom teacher.

In 1974 this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's use in another district is defined by inclusion of one or more units of study in the curriculum.

GOAL, EVALUATION DESIGN, RESULTS

Goal

Students in the program will increase their knowledge of topics related to controlling pollution of the environment.

Evaluation data are available on the effectiveness of the materials as used in the second year of the project. Data are scores on unit-tests developed by the project staff.

Fourth, fifth, and sixth grade classes in the Union Township schools were used for this evaluation. All classes selected were of heterogeneously assigned pupils. Experimental classes were those who received instruction using the project materials.

Two types of control classes were established. The first of these, Control Group A, was given the pretest and posttests and received instruction in the same subject

matter as the experimental group. Commercial and trade materials from a variety of publishers were use, but not the project materials.

The second control group, Group B, was given only the pretests and posttests and were not given instruction on the subject matter.

The experimental group was significantly higher than comparison Group A on four of the five unit comparisons. This finding indicates that students who use the project materials learn more about pollution control than do students who receive traditional instruction on the same subject matter but do not use the project materials.

The experimental group was significantly higher than control group B on all five units. This was an expected result since the control group received no instruction on the subject of pollution control. This comparison was necessary, however, to demonstrate that students were not learning about pollution control through other channels.

COSTS

The ESEA, Title III development grant covered the cost of staff salaries, including stipends for teachers who contributed written materials, and equipment for the production of materials. Costs to users of the program will be primarily those of the individual units of instruction and, if required, staff training.

DISSEMINATION MATERIALS AND SERVICES

The Pollution Control Education Center is Union is funded by ESEA, Title III as a demonstration site to offer interested persons the opportunity to see the program in classrooms, talk to teachers who participated in its development and now use it as part of the regular curriculum, examine program materials, and receive limited inservice training in the use of the materials.

The following units developed by the project staff have been published as "Priority One: Environment" and are available for purchase from McGraw-Hill, Webster Division. Permission has been granted by the New Jersey

Department of Education for the Union Township Public Schools to copyright the materials and receive the royalties from their sale. The royalties are being used to support the curriculum work of the Pollution Control Education Center.

Unit prices for the kits range from $90 to $125. Each kit provides one to two weeks of instruction for one class. The prorated per pupil cost for each unit of instruction can be figured to be 20¢ or less per pupil in a school of average size where the kits are used throughout the year. The materials in the kits are reusable.

Recommended for Grades 4, 5, and 6 (published spring 1973):

Air Pollution	Marine and Seashore Pollution
Solid Waste Management	Thermal Water Pollution
Water Pollution	The Great Swamp

Recommended for Grades 1, 2, and 3 (published spring 1974):

Priority One: Environment Level 1
Priority One: Environment Level 2
Priority One: Environment Level 3

The following units will be distributed at cost from the Pollution Control Education Center in the Union Public Schools, in whose name they are copyrighted. A typical purchase price will be $50. The prorated per pupil cost for each unit of instruction will be less than 5¢ in a school of average size, where the kits are used throughout the year.

Recommended for Grades 7, 8, and 9 (available spring 1975):

The Energy Challenge	Protecting Our Water Supplies
The Urban Community	Open Lands and Wildlife
Air Pollution and Your Health	Community in Conflict

Inquiries about the dissemination services and materials available should be made in writing to the project director.

CONTACT PERSON

Charles Murphy, Project Director
Principal, Battle Hill Elementary School
Union Township Board of Education
2369 Morris Avenue
Union, New Jersey 07083

Consultation is available for the development and dissemination of educational programs through the Office of Program Development, New Jersey Department of Education.

Prescriptive Teaching Workshop

New Providence, New Jersey

OVERVIEW

The Prescriptive Teaching Workshop is designed to raise the academic achievement of elementary school students, grades 1 through 5, who are hampered by neurological, language, and perceptual-motor problems. A Prescriptive Teaching Workshop in each of four elementary schools accommodates seriously disabled learners for part of the day. At other times, these students work in regular classrooms with individually prescribed programs. Students whose disabilities are less severe work only in the regular classroom but follow especially prescribed programs. The project's goal is to maintain the disabled learner in the regular classroom situation. The project was developed through an ESEA, Title III grant from 1969 to 1972. It now serves approximately 135 students per year.

The responsibility of coordinating, supervising, and evaluating the workshop program is that of the Director of Special Services. He interviews and recommends staff, specifies the physical requirements of the workshops, and secures volunteer para-professional help as may be needed. In New Providence, he also serves as chairman of the Child Study Team. The workshop operation is a cooperative effort of the Director of Special Services, psychologist, learning disability teacher consultant (LDTC), teachers of the handicapped, social worker, school principals, and classroom teachers.

The Workshops accommodate the more seriously disabled learner in those areas which have proven to be frustrating in the regular classroom. At all other times the child remains in the regular classroom working on appropriate materials and using multi-sensory aids.

The children in the Workshops participate in physical education, music, art, and opening exercises with their assigned class. The purpose is to integrate them into the regular classroom whenever possible. This philosophy of mainstreaming the children into their grade level also applies to academics. For example, a child may participate

in his classroom reading group and come to the Workshop for instruction in math and spelling. In another case a child may come to the Workshop for writing, perceptual skills, and work habits, while participating in his assigned classroom in all academic areas. The amount of time the child spends in the Workshop depends on his needs. The advantage of the Workshop over supplemental tutoring is that it affords the child a large block of time and a continuity of program.

No schedule is permanent; all schedules are altered as a child progresses. Children may be phased into regular classrooms throughout the year or may remain in the Workshop for several years. A child released from the Workshop may be subsequently scheduled for attendance if a later need arises. Remedial reading or supplemental instruction may be prescribed for a period of time to support children being released from the Workshop.

On the following page is a flow chart which illustrates the organization of the Prescriptive Teaching Workshop program.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another setting is defined by 1) use of the organizational structure of assigning learning disabled students to learning activities in a special class as well as a regular class and 2) ongoing evaluation of student progress and adjustment of student schedules as required.

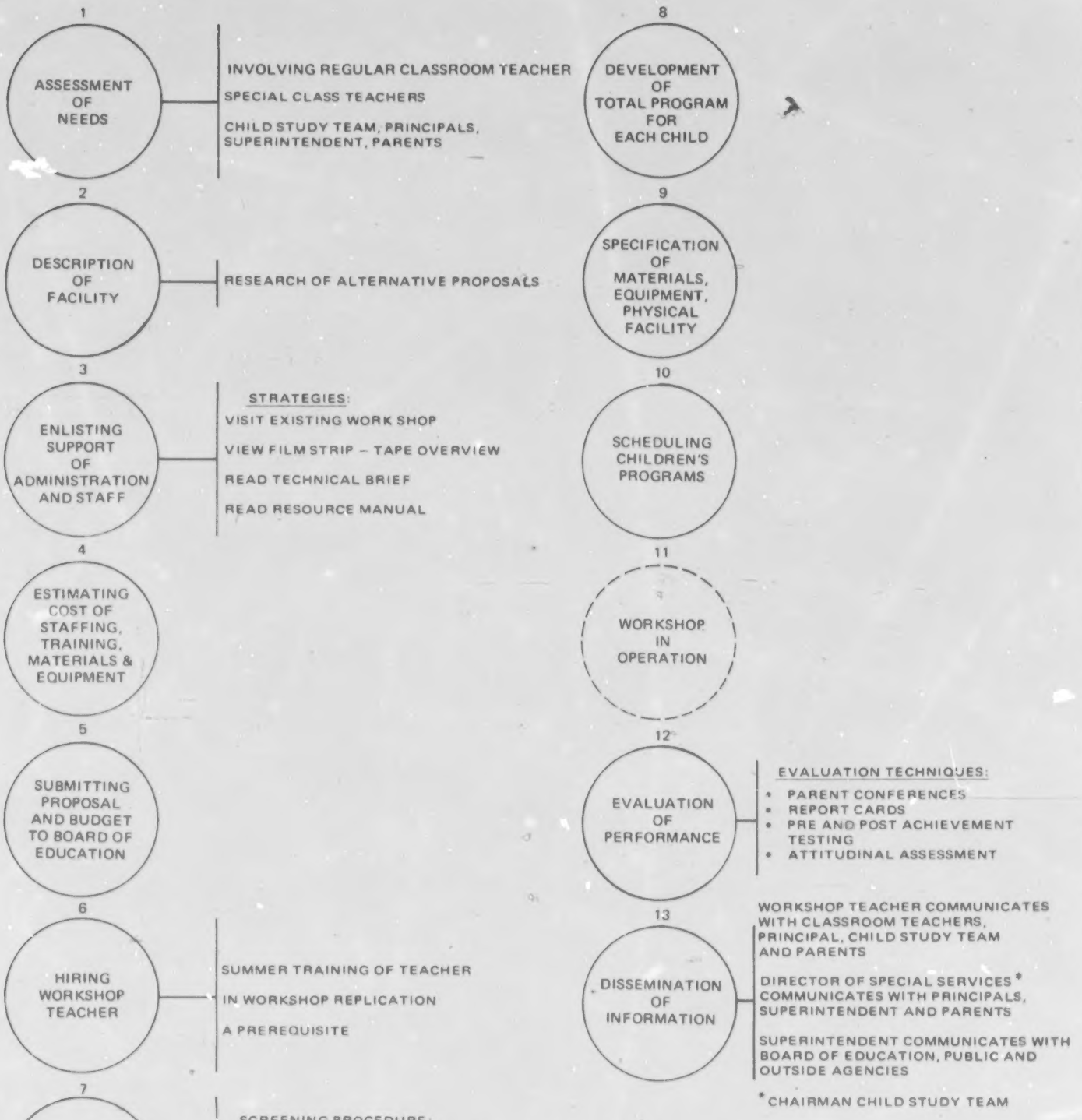
GOALS, EVALUATION DESIGN, RESULTS

Goal #1

To reduce significantly the incidence of behaviors associated with personal frustration in students with neurological impairment, perceptual motor or speech problems.

In the first year, data were gathered on this goal through a series of pre-post observations of children in classroom situations. Each child was given a rating in the first week of the program of 14 behavioral and

STEPS IN SETTING UP PRESCRIPTIVE TEACHING WORKSHOP



– IMPLEMENTATION SCHEDULE –

STEPS 1-5 BUDGET APPROVAL PREREQUISITES

STEPS 6-9 PRE-PERFORMANCE REQUIREMENTS

STEPS 10-13 WORKSHOP IN OPERATION

personality variables which had been identified by the project team as relevant to this goal. Children also were rated on the same dimensions at the end of the first year. The rating system was as follows:

1 = Falls short of adequate behavior.
2 = Adequate behavior.
3 = Exceeds adequate behavior.

Variables rated included such things as dependability, stubborness, aggressiveness and shyness, cooperation with peers, completion of work, and care of personal property. Data were analyzed on the fifteen children in this original workshop by means of a sign test.

Children in the project increased significantly in the following areas: dependability, cooperation with peers, planning and completing work, and accepting responsibility. They were, however, significantly more stubborn and more aggressive. The latter can be attributed to the effect of the increased responsibility which the workshop placed on students.

In the project's second year, to measure progress in these areas, the project staff developed an observational instrument for teachers to use in recording their evaluations of pupil progress on a selected list of attitude indicators. This instrument examined pupil behavior on five dimensions: disruptive behavior, atypical peer conflicts, irritability, resistance to criticism, and participation and interaction with peers.

Observation data were analyzed for twenty-five students on these five dimensions using the sign test. On all five dimensions, students were significantly better. In fact, although there were ties (no change), there were no negative observations out of the entire 150 recorded.

In the third year data were analyzed for forty-four students. On the same five dimensions, significant gains again were made by children in the Prescriptive Teaching Workshop. Thus pupils in the workshop again made clear gains on each of the five dimensions identified by the project staff as critical to achievement of the first goal. These findings clearly indicate that the program achieved Goal #1 for students.

Goal #2

To increase significantly the incidence of student indication of success, adjustment, and positive attitude. This goal was added for the project's second and third years.

Each child participating in the program received a pre-and post-program interview by the district psychologist. The psychologist, on the basis of the student interview and conferences with teachers and parents, made pre-and post-program judgments on whether each child was high, medium, or low on each of the three positive attitude dimensions: feeling of success, personal adjustment, and positive attitude toward school.

Numerical ratings were recorded for each student by the district psychologist after a structured interview. Two such interviews were conducted for each student: one pre, and one post-program. Ratings were made as follows:

1 = Student not progressing.
2 = Student showing average progress.
3 = Student showing definite improvement.

In the project's second year, children in the program made significant gains on all three dimensions on comparisons of pre-and post-evaluations by the district psychologist.

In the project's third year, children again improved significantly. Pre-and post-interviews were carried out by the project psychologist as was done in the previous year.

These data indicate that students improved significantly on the three dimensions. Students in the Prescriptive Teaching Program had a greater feeling of success and personal adjustment, and a more positive attitude toward school.

Goal #3

Students in the project will exceed the growth rate associated with a matching group in reading, arithmetic, and language skills, as determined by the California Achievement Test scores and the Wechsler Intelligence Scale for Children. The comparison growth rate will be inferred from historical annual test data on students in regular grades over the past years.

Assessment of this goal was made with the use of student scores drawn at random on the three sub-tests of the California Achievement Test (CAT). Using historical data in district files, scores were also found for matched students using as a baseline scores on the Wechsler Scales and academic records. These scores were then translated into grade equivalents. From these scores, yearly gain scores were computed for each matching pair of children (1 project - 1 control). The two groups were then compared for relative gain for each of the three years using a non-parametric test, the Mann-Whitney (U) rank sum test. Note that n's are different for each year, and that there are different children for each year.

During the first year growth rates improved for children in the Prescriptive Teaching Workshop over growth rates of comparable children in previous years in the district. Results showed project pupils higher on all three sub-tests of the CAT. They were significantly higher on the Arithmetic Test and on Language Skills.

Project pupils did even better in the second year, scoring significantly higher on the three CAT sub-tests: Reading, Arithmetic, and Language Skills.

It can be concluded that Goal #3 was attained for this project.

COSTS

The basic costs of introducing this program into a school system are those of equiping a workshop with materials and providing an inservice program for staff. Based upon the New Providence experience workshop's first operational year will cost about $20,000. The cost breakdown is:

Cost Breakdown:

Salary of workshop teacher	$ 8,880
Inservice teacher training	1,000
Instructional materials and supplies	5,500
Equipment	4,500
Orientation of parents	250
	$20,130

One workshop serves approximately fifteen students. Instructional materials and equipment will be used over a number of years. Some of the required materials may be found in many districts.

Each learning disabled child is provided an average of two hours of instruction daily in the Workshop. Prior to the Workshop the district had provided two hours of supplemental instruction per child per day in order to remediate skills. For fifteen children at $7 per hour, the cost of supplemental instruction was $1,050 per week or $39,900 per year. The cost of implementation of the Workshop for the first year was $20,130. The average per-pupil cost was reduced from $2,666 for supplemental instruction to $1,342 for the Workshop.

The State of New Jersey provides that 50% of all expenditures for special education programs and 75% of transportation costs of handicapped children are reimbursable. The Workshop qualified as an approved, reimbursable facility for handicapped children.

DISSEMINATION MATERIALS

The project disseminator is currently providing training and follow-up consultation to three New Jersey districts. There are no vacancies in the training program.

The project's materials are available to interested persons and may be ordered from the project disseminator.

A filmstrip-cassette overview of the program may be borrowed.

Item	Availability
Resource Manual A complete report on the program and description of its organization.	No charge
Addendum to the Resource Manual Discussion of the writing of a prescription for an individual student.	No charge

CONTACT PERSONS

Joseph Romanko, Project Director
Director of Special Services
New Providence Public Schools
309 South Street
New Providence, New Jersey 07974

Dolores Robertson
Project Disseminator
School Psychologist
309 South Street
New Providence, New Jersey 07974
(201) 464-9450

Senior Elective Program
Rumon-Fairhaven Regional High School

Rumson, New Jersey

OVERVIEW

A new senior elective program was designed by eighteen high school students and six high school faculty members in the summer of 1971. The project was initiated as part of an effort to update curriculum and as a complement to the construction of an open space building to be used exclusively by seniors. The study group made the following recommendations to the Board of Education:

1) Redesign the school calendar from four marking periods to five, called "facets," each to conclude with one of the regular vacation periods.

2) Encourage students to telescope the traditional academic courses into the first three years of high school, thus leaving the senior year for elective courses.

3) Design senior elective courses to reflect student and faculty interests. Electives should vary in length from one to five facets and be graded either pass-fail or with letter grades according to student choice.

4) Encourage seniors to develop independent study projects under the guidance of a faculty member during the middle two or three facets.

5) Assign seniors randomly to small discussion groups or "precepts" led by faculty members whose goals would be to provide support for independent study and contribute to individual understanding through group interaction.

6) Allow seniors the freedom of an open campus whereby they attend classes but need not be present during unscheduled time.

The 1971-1972 school year was devoted to refining these curricular suggestions. Teachers worked on new

courses of study. Administrators, department chairmen, guidance counselors and teachers were trained in alternative teaching styles. Preceptors were chosen and students were assigned randomly to them. Students were carefully counseled to make certain that course selections would support anticipated education and vocational pursuits, and a master schedule was drawn up for the new curriculum.

Concurrent with the curriculum revision an open-space building was erected. It consisted of five learning areas each of which could be subdivided by flexible, movable partitions. Stacking chairs, arm chairs, study booths, tables and open-offices were selected in keeping with the needs of each department. Learning areas were outfitted with blackboard space, projecting screens and storage closets. The senior building with its new curriculum opened in September, 1972, and is now fully supported by the local Board of Education. The program serves approximately 270 students per year.

In 1974 this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) senior elective program, including independent study options, that reflects student and faculty interests, 2) flexible scheduling to permit variation in the length of electives and independent study projects, and 3) small discussion groups to provide guidance and support for the program.

GOALS, EVALUATION DESIGN, AND RESULTS

In this study, the students totally participating in the alternative program at Rumson-Fair Haven High School were considered the "treatment" group. Students completing a conventional program at a school in another district were the "comparison" group.

The comparison of the two schools shows that although the schools are not identical, both are clearly at the upper end of both the intelligence and socio-economic scales. To the extent that the populations are different, the comparison school is slightly higher on both the intelligence and socio-economic scales necessitating a statistical adjustment.

All tests were administered two weeks before graduation to a random sample of sixty-three seniors from Rumson-Fair Haven, and a random sample of seventy-three seniors from the conventional high school.

Goal #1

Rumson-Fair Haven Regional Senior High School students participating totally in the alternative senior year program will achieve as well as students participating in a conventional program in their knowledge and use of social studies concepts.

The Sequential Test of Educational Progress II: Social Studies (1969) was used to test this goal. The rationale for this selection of the social studies area is that it is considered the most "innovative" aspect of the elective program.

The Rumson and control students in another district were compared using an analysis of covariance. On the STEP Social Studies Test no significant difference was obtained, indicating that the two programs were producing the same amount of learning in social studies. The adjusted means slightly favor Rumson-Fair Haven students, although the difference is small.

Goal #2

Rumson-Fair Haven Regional High School Seniors participating totally in the alternative senior year program will significantly exceed students participating in a conventional program in their satisfaction with and interest in their current educational experience.

Two indices of school sentiment were used. The first, Imagine That is a measure primarily of attitudes toward the teaching process experienced. The second, the School Sentiment Index developed by the Instructional Objectives Exchange (IOX) at U.C.L.A., measures general attitudes toward the whole school experience.

On Imagine That, the Rumson-Fair Haven seniors have a significantly higher adjusted mean than high school seniors

in a conventional program. The Rumson-Fair Haven seniors feel significantly better toward the teaching that they have experienced in the alternative program.

In addition to this, the results on the School Sentiment Index also support the finding that the Rumson-Fair Haven seniors feel better about their school experiences. The Rumson-Fair Haven seniors have a significantly higher adjusted mean than the high school seniors in a conventional program.

COSTS

The bulk of the ESEA, Title III development grant supported the 1971 summer planning work and the costs of a staff development program. Replication costs will vary with the staff and curriculum resources of potential consumer districts. Provision must be made for cooperative planning among students and staff, curriculum revision, and staff preparation. To some extent these costs should be covered by a reallocation of current expenditures.

DISSEMINATION MATERIALS AND SERVICES

The Rumson-Fair Haven Regional High School has been funded by ESEA, Title III as a demonstration site where visitors may see the senior elective program in operation and talk to participating students and staff. Requests for a visit and/or a brochure describing the program should be made to the project director.

For educators who sign a commitment to replicate the program, the Rumson-Fair Haven staff will offer training and follow-up consultation free of charge. Replication materials developed by the project staff will be available at cost. Inquiries about training and replication materials should be made in writing to the project director.

CONTACT PERSON

Newton Beron, Project Director
Assistant Superintendent
Rumson-Fair Haven Regional High School
Rumson, New Jersey 07760

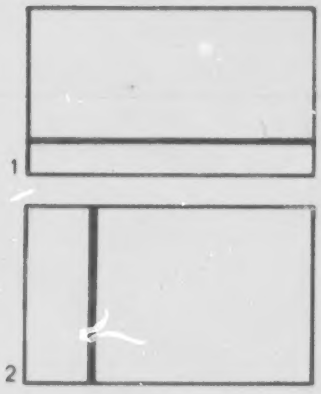
SEE: Specific Education of the Eye

Union, New Jersey

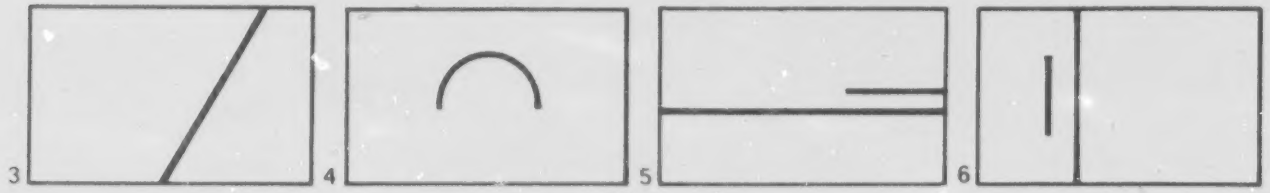
OVERVIEW

Our population is visually illiterate. Most people are not trained in the skills of seeing. They are unable to perceive fully what they see. Their vision is general rather then specific; thus they perceive only the obvious and usually miss the subtle nuances and relationships which define the uniqueness of an experience. Since awareness precedes learning, the lack of perceptual ability is a deterrent to learning. Project SEE is designed to offset this perceptual hiatus by developing in children the visual skills, and physical and mental discipline requisite to significant, meaningful learning.

The Project SEE staff has completed its third year of developing a program to train the perceptual and analytical skills of elementary school students. The kindergarten and first grade materials have been designed and field tested and are now part of the curriculum in the Union public schools.

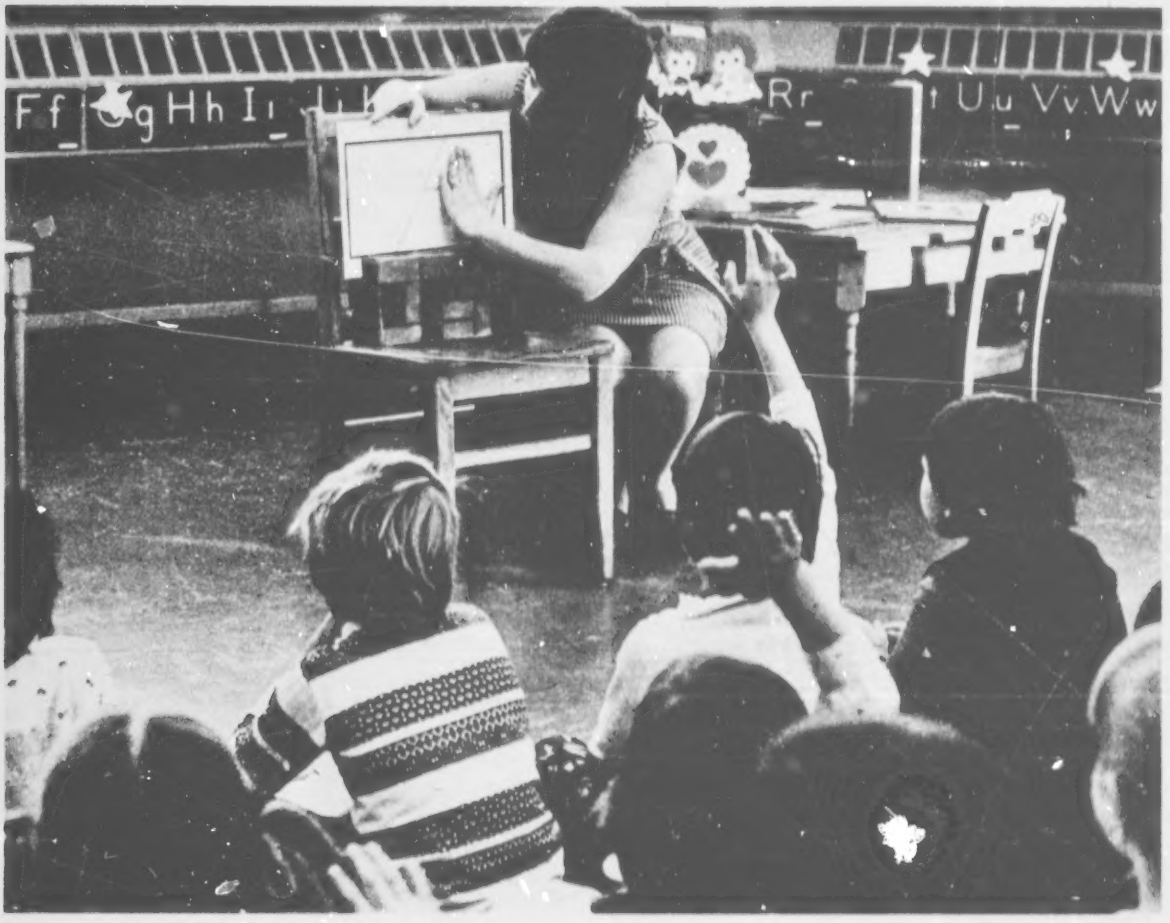


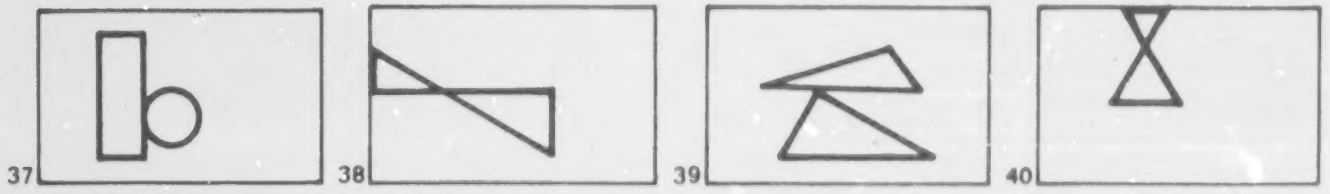
The Project SEE lessons are taught by classroom teachers for approximately fifteen minutes each day. The lessons are a series of visuals of which one is introduced in each lesson. The students analyze the visual and its contextual relationships, identify objects in the immediate environment which contain elements of the visual, and replicate the visual. A review lesson takes place at the completion of every four visuals.



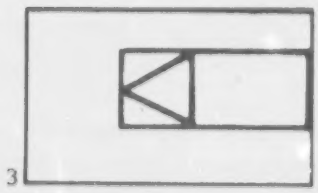
Beginning Visuals of the Kindergarten Program

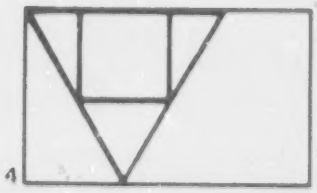
For the kindergarten program there is a series of forty visuals. They start with the most elementary single line element and progress to two noninteracting lines, two interacting lines, elements made up of three components, simple shapes, shape-line combinations, and shape-shape combinations. The elements of each visual are placed in a frame so that the students see them as part of a greater totality and analyze them with reference to their position in the frame.



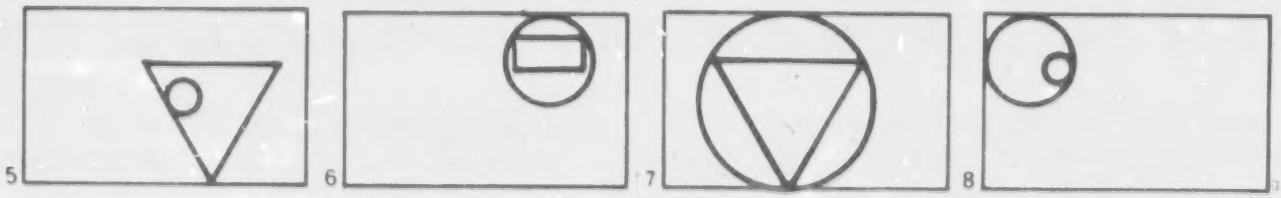


Final Visuals of the Kindergarten Program





The thirty visuals for the first grade program contain more difficult and complex elements. Students begin with a review of the last ten visuals of the kindergarten program and then progress to shape withing shape combinations, shapes intersecting and overlaping other shapes, and shapes juxtaposed to give the illusion of a third dimension. The students describe the visuals, relate them to the environment, and replicate them as was done in the kindergarten program.



Beginning First Grade Visuals

In 1974 this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education.

ESSENTIAL ELEMENTS OF THE PROGRAM

The replication of this program in another site is defined as the use of the prescribed instructional program in kindergarten or first grade at least three days per week.

GOAL, EVALUATION DESIGN, RESULTS

Goal

Students in project classes will show significant growth in visual literacy, that is, their ability to perceive with greater specificity the visual field.

Before the start of the program both experimental and control groups were pretested for comparability. Papers were randomly selected from the total experimental and control groups. The Simkov Perceptual Organization Inventory (SPOI) was used to gather baseline data.

Project and control students were pretested on both the SPOI and the Knobler scales. The two groups were comparable on the Simkov and on two of the three Knoblers.

On Knobler 1, SEE pupils were significantly higher than controls. (The analysis of posttest data allowed for this difference through an analysis of covariance with adjusted means.)

After six months of SEE, project and control classes were again tested. Both the Simkov and Knobler tests were used. An analysis of covariance was performed on posttest data for the Simkov and the three parts of the Knobler for fifty-two project and fifty control students.

There were significant differences in favor of the project group on all four tests (and sub-tests).

These data indicate that the goal was accomplished by Project SEE during this six month period. Project children scored higher on the criterion referenced, locally developed Knobler Test and Simkov Test as expected.

The second year program was an extension of the first in content. Testing continued among kindergarteners on an experimental and control basis as a check on the first year results. The testing yielded results at a slightly higher level of significance than had been obtained the first year. The number of students in the kindergarten experimental class was 770.

First grader experimental and control groups took the Knobler tests on a pre and post basis. The experimental group consisted of thirty-eight first graders of whom twenty-two had had one year of SEE and sixteen had not. The control group included forty first graders who had not worked with SEE. The SEE experimental group scored significantly better on all three parts of the Knobler tests in posttesting.

COSTS

The ESEA, Title III developmental grant for this program covered primarily the cost of staff time and materials.

The program's adoption cost is approximately $20. for a set of instructional materials including the "Out of Sight" game for one teacher. Per-pupil costs will be reduced if teachers share materials.

DISSEMINATION SERVICES AND MATERIALS

The Union Township public schools are funded by ESEA, Title III as a demonstration site to provide interested educators the opportunity to see the program in action, examine its materials, receive training in its replication, and purchase the materials. A brochure describing the project, order forms for materials, and a final report on the project's development and evaluation may be obtained free of charge from the project director. Instructional materials are available at cost.

Materials Costs

Item	Cost
Instructional Kit I plus "Out of Sight" game	$20.00
Instructional Kit II plus "Out of Sight" game	$20.00

The project's development staff offers a two-hour training program for educators committed to using the program. Arrangements for the training should be made with the project director. The staff is also available to give orientation presentations to district staffs and to provide follow-up consultation to those using the program. There is no charge for these services.

Inquiries about the program and its dissemination services and materials should be made in writing to the project director.

CONTACT PERSON

Milton Knobler, Project Director
Director of Art
Union Township Public Schools
2369 Morris Avenue
Union, New Jersey 07083
(201) 688-1200

Learning Center:
Integrated Alternative to Special Education

Winslow, New Jersey

Learning Center: Integrated Alternative to Speci l Education, was designed to replace the isolated special education classrooms within the Winslow Township public schools. Students classified as neurologically impaired, perceptually impaired, and educable mentally retarded are not removed from the mainstream of education but, instead, are offered an educational program that includes activities in the regular classroom and supplemental instruction in a learning center. On the average, students spend half of their school day at each site. Their educational program is individualized to meet their specific needs.

The learning centers are equipped with a wide variety of programmed, individualized, and multi-media instructional materials. Each learning center is staffed by a special education teacher, one student intern, and one paraprofessional. This staff is assisted by volunteer parents, college students, and retired persons. The staff and volunteers provide a generous amount of individual attention to the students.

This program is fully described in "Resource Room Approach to Mainstreaming; an Implementation Guide." Information about the guide may be obtained from the project director.

CONTACT PERSON

John McCool, Project Director
Winslow Township Public Schools
Central Avenue
Blue Anchor, New Jersey 08037

LEARNCYCLE

Palisades Park, New Jersey

Many modern educators agree that the techniques of behavior modification are useful in the classroom. Success stories in the literature about teachers using behavior modification are most impressive. For many teachers, however, the distance between theory and practice has been difficult to travel. How does an individual teacher in an individual classroom begin to apply these techniques?

One possible answer is contained in LEARNCYCLE, a set of materials designed to teach behavior modification techniques at the classroom level. Developed by the Palisades Park Board of Education under ESEA, Title III funding, these materials have been used to train teachers and other school personnel in inservice workshops.

MATERIALS

LEARNCYCLE, subtitled An Encyclopedia of Behavior Construction, consists of a manual in three separate sections: Teachers Section (82 pages), Administrators/Trainers Section (26 pages), and Data Collection Section (39 pages). In their current form, these sections are separate 8½ x 11 softcover books.

The Teachers Section, which is the largest of the three, has five parts:

I. Principles of Behavior Construction--discusses how to approach a problem behaviorally, how to define and count behaviors, how to use classroom observation tools.

II. Intervention Planning--describes reinforcers, schedules of reinforcement, token economies, and ways behavior is learned and unlearned.

III. Behavioral Approaches to Some Common Situations--presents signs of behavioral difficulties that are commonly encountered in the classroom, provides suggested diagnoses, and gives guidelines for an effective prescription.

IV. Pitfalls--describes common problems in the application of behavior modification. Includes subsections as follows: What To Do When the Explosion Comes, Tasks, Brief Digression on Love, Involving the Parents, and How To Do Research.

V. Bibliography--an extensive list of readings on behavior modification, with entries grouped under subject headings such as Teaching Applications, Parents, Psychologists, etc.

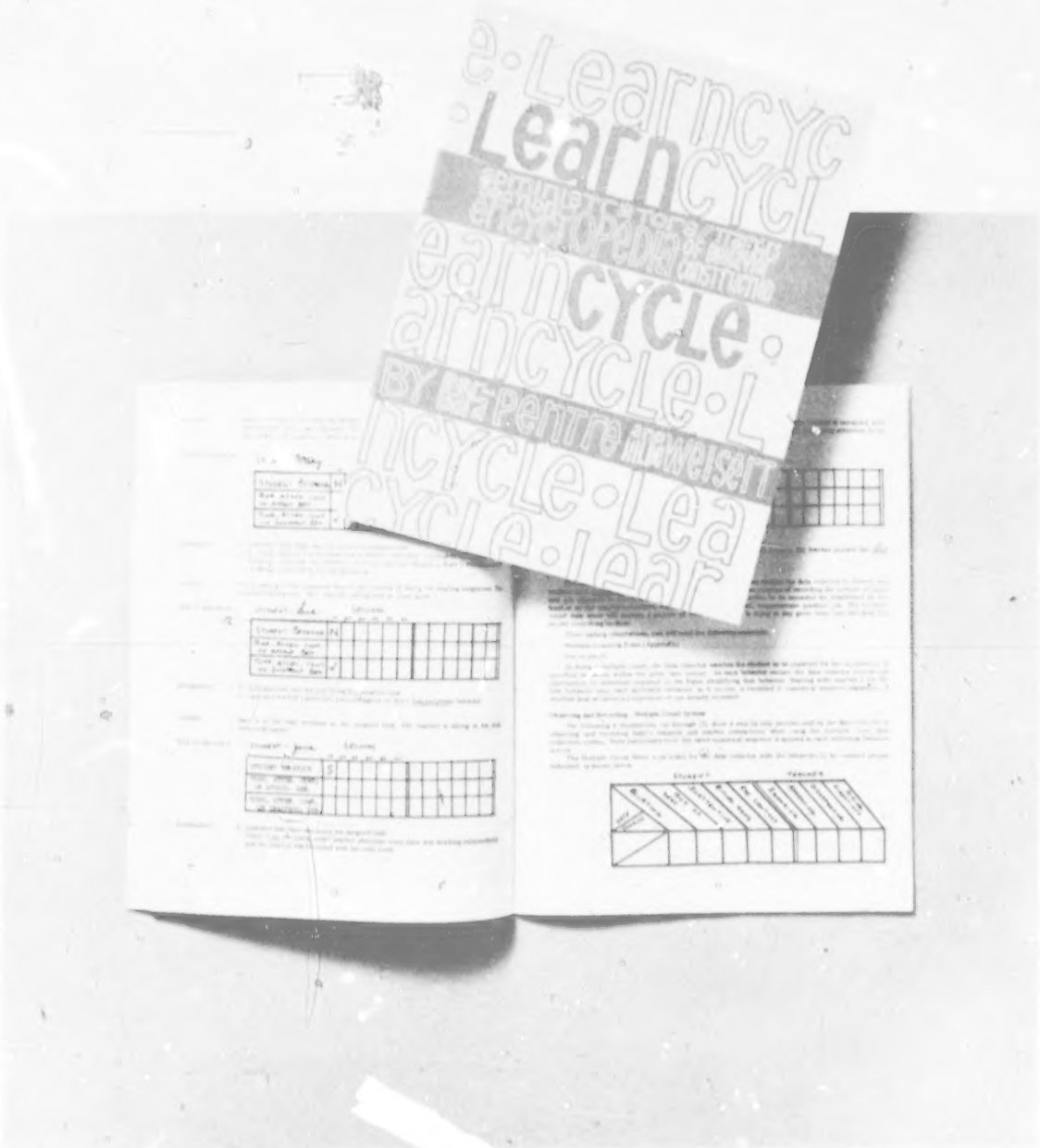
The Data Collection Section of the LEARNCYCLE is designed (1) to help teachers understand and collect data on classroom behaviors; (2) to help consultants and trainers train data collectors and decide what kinds of data should be collected; and (3) to help paraprofessionals become data collectors. This section of the manual teaches various methods of data collection related to classroom behaviors, giving the theoretical background, as well as the techniques, for collecting the information. Recording forms and counting systems are discussed, observation techniques are presented, and methods for handling the kinds of problems encountered by data collectors in the classroom are provided.

The Administrators/Trainers Section is designed to (1) provide administrators in a school system that is implementing behavior modification techniques with an overall understanding of the techniques themselves and of the relationship of the behavior modification training to other school activities and objectives; and (2) provide trainers with models for training, skills to be used in training, and a variety of sample workshop presentations designed for various potential audiences (i.e., teachers, administrators, parents, psychologists, etc.). The section includes information on the roles of administrators and other school personnel in relation to behavior modification training, the costs and requirements for various training models, the qualifications of a behavioral consultant/trainer, sample formats for a whole range of training situations, and sample forms to be used for observation, evaluation, and other aspects of training.

This program has been approved for national dissemination by the Dissemination Review Board of the United States Office of Education. A publisher is presently being sought for the program's materials.

CONTACT PERSONS

Barbara Pentre and
Hilde Weisert, Co-directors
Title III Resource Center
249 Leonia Avenue
Bogata, New Jersey 07603



APPENDIX A

The following programs have been approved for national dissemination by the Dissemination Review Panel, United States Office of Education:

ACTIVE: All Children Totally Involved in Exercising; Thomas Vodola, Director, Township of Ocean Elementary School, Dow Avenue, Oakhurst, N. J. 07755

The Dale Avenue Project: Performance Objective Curriculum for Prekindergarten through Third Grade; Helen B. Hanson, Director, Dale Avenue School, 21 Dale Avenue, Paterson, N. J. 07505

Educational Services for Schoolage Parents; Anna Kelly, Director, 225 Comstock Street, New Brunswick, N. J. 08901

Glassboro Right to Read Program; Nicholas Mitcho, Dorothy Wriggins, Co-directors; Glassboro Board of Education, Bowle Boulevard, Glassboro, N. J. 08028

Individualized Language Arts: Diagnosis, Prescription, and Evaluation; Jeanette Alder, Director, Principal, Roosevelt School, Louisa Place, Weehawken, N. J. 07087

Institute for Political and Legal Education; Barry Lefkowitz, Director, c/o Educational Improvement Center-South, Glassboro-Woodbury Road, Box 426, Pitman, N. J. 08071

Learncycle; Barbara Pentre and Hilde Weisert, Co-directors; 249 Leonia Avenue, Bogota, N. J. 07603

LEM: Learning Experience Module; Eleanor Russo, Director, Hackensack Public Schools, 355 State Street, Hackensack, N. J. 07601

Pollution Control Education Center; Charles Murphy, Director, Union Township Board of Education, 2369 Morris Avenue, Union, N. J. 07083

SEE: Specific Education of the Eye; Milton Knobler, Director, Union Township Board of Education, 2369 Morris Avenue, Union, N. J. 07083

Senior Elective Program; Newton Beron, Director, Rumson-Fair Haven Regional High School, Ridge Road, Rumson, N. J. 07760

The following program has been submitted to the Dissemination Review Panel and at the time of this printing its decision is pending:

Interning for Learning; Harry Brown, Director, Caroline Underkofler, Coordinator; Rio Grande School, Delsea Drive, Rio Grande, N. J. 08242

APPENDIX B: Dissemination Resource Materials

The following publications were written as part of the dissemination work of the Office of Program Development. They are available free of charge, upon request.

ESEA, Title III Dissemination Application, 1974-75.

ESEA, Title III Consumer Application, 1974-75.

Educational Programs that Work: A Catalogue of Demonstration Sites of Successful Educational Programs, 1973-74 edition.

Evaluation Report for the New Jersey ESEA, Title III, Dissemination Program, 1974.

New Jersey ESEA, Title III, Copyright and Dissemination Guidelines, 1972.

Pathways to Success, A Manual for the Dissemination of Successful Educational Programs, 1974.

Dissemination materials prepared by the staffs of individual programs are available free of charge or at cost from the project directors.

Only through the widespread adoption or adaptation of successful ESEA, Title III programs can the full return on the development dollar be realized.